BRYN MAWR COLLEGE

UNDERGRADUATE CATALOG

2002-03



Bryn Mawr College Catalog and Calendar, USPS 947720.

Published April, July, August and September by Bryn Mawr College, 101 North Merion Avenue, Bryn Mawr, PA 19010-2899.

Periodical postage paid at Bryn Mawr, PA.

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Bryn Mawr College

2002-03 Catalog

Volume 95, Number 1
September 2002

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Academic Calendars

2002 – 03

2002	First Semester
September 2	Classes begin
October 11	Fall vacation begins after last class
October 21	Fall vacation ends at 8 a.m.
November 27	Thanksgiving vacation begins after last class
December 2	Thanksgiving vacation ends at 8 a.m.
December 13	Last day of classes
December 14 - 15	Review period
December 16 - 21	Examination period

2003	Second Semester
January 20	Classes begin
March 7	Spring vacation begins after last class
March 17	Spring vacation ends at 8 a.m.
May 2	Last day of classes
May 3 - 4	Review period
May 5 - 16	Examination period
May 18	Commencement

2003 – 04

2003	First Semester
September 1	Classes begin
October 10	Fall vacation begins after last class
October 20	Fall vacation ends at 8 a.m.
November 26	Thanksgiving vacation begins after last class
December 1	Thanksgiving vacation ends at 8 a.m.
December 12	Last day of classes
December 13 - 14	Review period
December 15 - 20	Examination period

2004	Second Semester
January 19	Classes begin
March 5	Spring vacation begins after last class
March 15	Spring vacation ends at 8 a.m.
April 30	Last day of classes
May 1 - 2	Review period
May 3 - 14	Examination period
May 16	Commencement

Inquiries and Visits

Visitors to the College are welcome and, when the College is in session, student guides are available to show visitors the campus. Appointments for interviews and for campus tours should be made in advance by writing to the Office of Admissions or by telephoning (610) 526-5152. The Office of Admissions is open Monday through Friday from 9 a.m. until 5 p.m. and, from September to January, on Saturdays from 9 a.m. until 1 p.m.

Correspondence

Bryn Mawr College
101 N. Merion Avenue, Bryn Mawr, PA 19010-2899
Telephone (610) 526-5000
http://www.brynmawr.edu

Correspondence about the following subjects should be addressed to:

Dean of the Undergraduate College
Academic work, personal welfare and health of the students

Dean of Admissions and Financial Aid
Admission to the undergraduate college, entrance scholarships, and financial aid and student employment

Dean of the Graduate School of Arts and Sciences
Admission and graduate scholarships

Dean of the Graduate School of Social Work and Social Research
Admission and graduate scholarships

Student Life Office
Residence halls, the Campus Center, International Studies adviser and student activities

The Comptroller
Payment of bills

The Alumnae Association
Alumnae loan funds

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About the College

The Mission of Bryn Mawr College

Knowledge as Preparation for Life and Work

The mission of Bryn Mawr College is to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work. Bryn Mawr teaches and values critical, creative and independent habits of thought and expression in an undergraduate liberal arts curriculum for women and in co-educational graduate programs in the arts and sciences and in social work and social research. Bryn Mawr seeks to sustain a community diverse in nature and democratic in practice, for we believe that only through considering many perspectives do we gain a deeper understanding of each other and the world.

Close Working Relationships Between Faculty and Students

Since its founding in 1885, the College has maintained its character as a small residential community that fosters close working relationships between faculty and students. The faculty of teacher/scholars emphasizes learning through conversation and collaboration, primary reading, original research and experimentation. Our cooperative relationship with Haverford College enlarges the academic opportunities for students and their social community. Our active ties to Swarthmore College and the University of Pennsylvania as well as the proximity of the city of Philadelphia further extend the opportunities available at Bryn Mawr.

A Self-Governing Society Within the College

Living and working together in a community based on mutual respect, personal integrity and the standards of a social and academic Honor Code, each generation of students experiments with creating and sustaining a self-governing society within the College. The academic and cocurricular experiences fostered by Bryn Mawr, both on campus and in the College's wider setting, encourage students to be responsible citizens who provide service and leadership for an increasingly interdependent world.

The History of Bryn Mawr College

When Bryn Mawr College opened its doors in 1885, it offered women a more ambitious academic program than any previously available to them in the United States. Other women's colleges existed, but Bryn Mawr was the first to offer graduate education through the Ph.D. — a signal that its founders refused to accept the limitations imposed on women's intellectual achievement at other institutions.

Joseph W. Taylor

The founding of Bryn Mawr carried out the will of Joseph W. Taylor, a wealthy Quaker physician who wanted to establish a college "for the advanced education of females." Taylor originally envisioned an institution that would inculcate in its students the

beliefs of the Society of Friends (popularly known as Quakers), but by 1893 his trustees had broadened the College's mission by deciding that Bryn Mawr would be nondenominational. Bryn Mawr's first administrators had determined that excellence in scholarship was a more important consideration than religious faith in appointing the faculty, although the College remained committed to Quaker values such as freedom of conscience.

The College's mission was to offer women rigorous intellectual training and the chance to do original research, a European-style program that was then available only at a few elite institutions for men. That was a formidable challenge, especially in light of the resistance of society at large, at the end of the 19th century, to the notion that women could be the intellectual peers of men.

M. Carey Thomas

Fortunately, at its inception, the College was adopted as a moral cause and a life's work by a woman of immense tenacity, M. Carey Thomas. Thomas, Bryn Mawr's first dean and second president, had been so intent upon undertaking advanced study that when American universities denied her the opportunity to enter a Ph.D. program on an equal footing with male students, she went to Europe to pursue her degree.

When Thomas learned of the plans to establish a college for women just outside Philadelphia, she brought to the project the same determination she had applied to her own quest for higher education. Thomas' ambition — for herself and for all women of intellect and imagination — was the engine that drove Bryn Mawr to achievement after achievement.

Graduate School of Arts and Sciences

James E. Rhoads

The College established undergraduate and graduate programs that were widely viewed as models of academic excellence in both the humanities and the sciences, programs that elevated standards for higher education nationwide. Under the leadership of Thomas and James E. Rhoads, who served the College as president from 1885 to 1894, Bryn Mawr repeatedly broke new ground. It was, for example, the first institution in the United States to offer women fellowships for graduate study; its self-government association, the first in the country at its founding in 1892, was unique in the United States in granting to students the right not only to enforce but to make all of the rules governing their conduct; its faculty, alumnae and students engaged in research that expanded human knowledge.

Graduate School of Social Work and Social Research

In 1912, the bequest of an alumna founded the Graduate Department of Social Economy and Social Research, which made Bryn Mawr the first institution in the nation to offer a Ph.D. in social work. In 1970, the department became the Graduate School of Social Work and Social Research. In 1921, Bryn Mawr intensi-

fied its engagement with the world around it by opening its Summer School for Women Workers in Industry, which offered scholarships for broad-based programs in political economy, science and literature to factory workers until 1938.

Marion Edwards Park

During the presidency of Marion Edwards Park, from 1922 to 1942, the College began to work toward cooperative programs with nearby institutions — Haverford College, Swarthmore College and the University of Pennsylvania — that would later greatly expand the academic and social range of Bryn Mawr students. In 1931 Bryn Mawr's graduate school began to accept male students. During the decades of the Nazi rise to power in Europe and World War II, Bryn Mawr became home to many distinguished European scholars who were refugees from Nazi persecution.

Katharine Elizabeth McBride

From 1942 to 1970 Katharine Elizabeth McBride presided over the College in a time of change and growth. During McBride's tenure, the College twice faced challenges to its Quaker heritage of free inquiry and freedom of conscience. During the McCarthy era, Congress required students applying for loans to sign a loyalty oath to the United States and an affidavit regarding membership in the Communist party. Later, at the height of student protest against the Vietnam War, institutions of higher education were required to report student protesters as a condition of eligibility for government scholarship support.

On both occasions, Bryn Mawr emerged as a leader among colleges and universities in protecting its students' rights. It was the first college to decline aid under the McCarthy-era legislation and the only institution in Pennsylvania to decline aid rather than take on the role of informer during the Vietnam War. Bryn Mawr faculty and alumnae raised funds to replace much of the lost aid, and a court eventually found the Vietnam-era law unconstitutional and ordered restitution of the scholarship funds.

During the 1960s, Bryn Mawr strengthened its ties to Haverford, Swarthmore and Penn when it initiated mutual cross-registration for all undergraduate courses. In 1969, it augmented its special relationship with Haverford by establishing a residential exchange program that opened certain dormitories at each college to students of the other college.

Harris L. Wofford

During the presidency of Harris L. Wofford, from 1970 to 1978, Bryn Mawr intensified its already-strong commitment to international scholarship. Wofford worked hard to involve alumnae overseas in recruiting students and raising money for their support and for the support of Bryn Mawr's extensive overseas programs. Wofford, who later became a U.S. senator, also initiated closer

oversight of the College's financial investments and their ramifications in the world.

Mary Patterson McPherson

Mary Patterson McPherson led the College from 1978 to 1997, a period of tremendous growth in number and diversity of students — now over 1,200 undergraduates, nearly a quarter of whom are women of color. During McPherson's tenure in office, Bryn Mawr undertook a thorough re-examination of the women-only status of its undergraduate college and concluded that providing the benefits of single-sex education for women — in cultivating leadership, self-confidence and academic excellence — remained essential to the College's mission. McPherson, a philosopher, now directs the Andrew W. Mellon Foundation's program for liberal arts colleges.

Nancy J. Vickers

Nancy J. Vickers, Bryn Mawr's current president, is an acclaimed French and Italian Renaissance scholar who has examined the transformation of lyric from the sonnets of Petrarch to music videos. A powerful advocate for liberal education and the education of women, Vickers has led the College community to a clear understanding of its priorities and the challenges it faces in the next century. An extended series of consultations with faculty, students and alumnae contributed to the Plan for a New Century Vickers presented to the College's Board of Trustees. The Plan was adopted in March 2000. Among the Plan's initiatives is the creation of the Centers for 21st Century Inquiry, a group of four interrelated interdisciplinary centers that foster innovation in both the College's curriculum and its relationship to the world around it.

The College as Community

A Small Women's College

Believing that a small college provides the most favorable opportunity for students to participate in their own education, Bryn Mawr limits the number of undergraduates. While the class of 2004 is the largest in Bryn Mawr's 117-year history, it is still just 359 undergraduate women. Bryn Mawr's comparatively small size allows its students and faculty to work closely together and to know each other well as individuals. With a student-to-faculty ratio of nine to one, Bryn Mawr undergraduates enjoy the increasingly rare privilege of a mentor-apprentice model of learning and scholarship.

Coeducational Graduate Schools

In addition to being a renowned college for women, Bryn Mawr has two excellent coeducational graduate schools — the Graduate School of Arts and Sciences, and the Graduate School of Social Work and Social Research. The presence of the graduate schools contributes significantly to the strengths of the undergraduate program and the richness of the undergraduate experience. For example, the graduate schools ensure the high quality of Bryn

Mawr's libraries and archives, whose collections achieve a breadth and depth not typical of the average college. They similarly enhance the College's laboratory, computer and digital-media capabilities. Qualified undergraduates may enroll in graduate seminars, participate in advanced research projects in the natural and social sciences, and benefit from the insights and advice of their graduate-student colleagues.

Extensive Coeducational Opportunities

Haverford, Swarthmore, Penn and Villanova

While retaining all the benefits of a small residential women's college, Bryn Mawr substantially augments its resources and coeducational opportunities by cooperation at the undergraduate level with Haverford College, Swarthmore College and the University of Pennsylvania. This cooperative arrangement coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. Students at Bryn Mawr and Haverford may also major at either college. Bryn Mawr also has a limited exchange program with Villanova University.

The cooperative relationship between Bryn Mawr and Haverford is particularly close because the colleges are only about a mile apart, and naturally, this relationship extends beyond the classroom. Collections in the two colleges' libraries are cross-listed, and the libraries are open to students from either college. Student organizations on the two campuses work closely together in matters concerned with student government and in a whole range of academic, athletic, cultural and social activities. Both Bryn Mawr and Haverford offer bi-college residence halls, so students may choose to live in either coeducational halls or in women-only halls at Bryn Mawr.

Richly Creative Culture

Bryn Mawr itself sponsors a broad cultural program that supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. The Arts Program at Bryn Mawr supports and coordinates the arts curriculum and a variety of extracurricular activities in creative writing, dance, fine arts, music and theater. A regular schedule of concerts and productions is directed by the arts faculty at Bryn Mawr and Haverford Colleges, together with performances by The Theater Company, Dance Ensembles and other student-run groups. These activities are complemented and enhanced by an extensive program

of readings, exhibitions, performances and workshops given by visiting artists.

Student Independence and Self-Government

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join members of the faculty and administration in making and carrying out plans for the College community as a whole. Bryn Mawr's Student Self-Government Association, the nation's oldest student self-government organization, provides a framework in which individuals and smaller groups function. The Association both legislates and mediates matters of social and personal conduct.

Self-Government Association

Through their Self-Government Association, students share with faculty the responsibility for the Academic Honor System. One of the most active branches of the Association is the Student Curriculum Committee, which, with the Faculty Curriculum Committee, originally worked out the College's system of self-scheduled examinations. The joint Student-Faculty Committee meets regularly to discuss curricular issues and to approve new courses and programs.

Student Curriculum Committee

The Self-Government Association also coordinates the activities of many special-interest clubs, open to all students; it serves as the liaison between students and College officers, faculty and alumnae. The Athletic Association also provides opportunities for a variety of activities, including intramural and varsity contests. Both the Bryn Mawr *College News* and Bryn Mawr-Haverford *BiCo* welcome students interested in reporting and editing.

Other Key Academic and Administrative Committees

Students participate actively on many of the most important academic and administrative committees of the College, as they do on the Curriculum Committee. Undergraduates elect four rising seniors to serve with members of the faculty on the College Admissions Committee. Along with alumnae and faculty, three students participate in the policy discussions of the Undergraduate Scholarship Committee. Two undergraduates meet with the Board of Trustees, present regular reports to the full board and work with the board's committees. Two undergraduates are also elected to attend faculty meetings. At the meetings of both the board and the faculty, student members may join in discussion but do not vote.

International Cultural Diversity

Bryn Mawr's undergraduate enrollment and curriculum are dedicated to a respect for and understanding of cultural and social diversity. As a reflection of this dedication to diversity, Bryn Mawr's student body is composed of people from all parts of the United States, from many nations around the world, and from all

sectors of society, with a special concern for the inclusion of historically disadvantaged minorities in America.

Student Cultural Groups and Organizations

The International Students Association enriches the life of Bryn Mawr through social and cultural events. The Sisterhood works to address the concerns of African-American students, to foster their equal participation in all aspects of College life, and to support Perry House, the African-American cultural center, which sponsors cultural programs open to the College community and provides residence space for a few students.

Other student organizations include the Asian Students Association, BACASO (Bryn Mawr African and Caribbean-African Student Organization), Barkada (Philippina students), Mujeres (Latina students), Rainbow Alliance (lesbian, bisexual and transgendered students), and South Asian Women. These groups provide forums for members to address their common concerns and a basis from which they participate in other activities of the College.

A coalition of these cultural groups meets biweekly with the director of the Office for Institutional Diversity and a group of cultural advisers. This coalition enables students of color to work together to develop a coordinated plan to increase the number of students and faculty of color and to develop curricular offerings and extracurricular programs dealing with United States minority groups and with non-Western peoples and cultures.

Service to the Community

Students who wish to volunteer their services outside the College find many opportunities to do so through Bryn Mawr's Community Service Office. The office supports numerous community-service and activist groups and projects by offering transportation reimbursement for off-campus volunteers, mini-grants for individuals and groups planning service activities, a database of internship and volunteer opportunities, and other resources for student volunteers. Through their interest and participation in these many aspects of the College community, students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.

Academic Opportunities

College Seminars

The College Seminars are discussion-oriented, reading- and writing-intensive courses for first- and second-year students. Topics vary from year to year, but all seminars are designed and taught by faculty from several different fields and are intended to engage broad, fundamental issues and questions. These courses have a predisciplinary rather than an interdisciplinary intent: their aim is to revisit and revitalize questions that tend to be taken as settled by existing disciplines. Course materials include books and essays but also films, material objects, social practices, scientific observations and experiments.

All students are required to take a College Seminar I during the first semester of their first year, and a College Seminar II at some point during the next three semesters. For College Seminars offered in recent years, see page 80.

Praxis Program

The Praxis Program is an experiential, community-based learning curriculum. The program provides consistent, equitable guidelines along with curricular coherence and support to students and faculty who wish to combine coursework with experiential and research-related field placements. The three designated types of Praxis courses — departmental courses, interdepartmental seminars and independent studies — are described on page 82 and at http://www.brynmawr.edu/praxis.

Integrating Practical and Theoretical Study

Praxis courses on all levels are distinguished by the integration of practical and theoretical study. The Praxis Program is founded on the principle that fieldwork in isolation is not an academic experience. Rather, it is the successful integration of practice with theory that makes the Praxis experience academic.

Fieldwork as a Living Textbook

Fieldwork functions as a living textbook while a dynamic process of reflection incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community. The Praxis Office has information on a wide range of resources that encourage critical thinking, evaluation, anaylsis, problem-solving, study and reasoning.

Praxis Office

The role of the Praxis Office is to identify, establish, supervise and support field placements for Praxis courses. Faculty members retain ultimate responsibility and control over the components of the Praxis Program that make it distinctly academic: course reading and discussion, rigorous process and reflection, and formal presentation and evaluation of student progress.

Centers for 21st Century Inquiry

Bryn Mawr's new interdisciplinary centers encourage innovation and collaboration in research, teaching and learning. Conceived as part of the College's Plan for a New Century, the four interrelated centers are designed to bring together scholars from various fields to examine diverse ways of thinking about areas of common interest, creating a stage for constant academic renewal and transformation.

Flexible and inclusive, the centers help ensure that the College's curriculum can adapt to changing circumstances and evolving methods and fields of study. Through research and internship programs, fellowships and public discussions, they foster links among scholars in different fields, between the College and the world around it, and between theoretical and practical learning.

Center for Ethnicities, Communities and Social Policy

The Center for Ethnicities, Communities and Social Policy is devoted to the interdisciplinary study of diverse communities and the examination of social-policy questions in the North American context. The Center sponsors research by faculty and students, hosts visiting scholars, and provides a forum for public discussion of issues significant to academics, policymakers and the broader community.

Center for International Studies

The Center for International Studies brings together scholars from various fields to define global issues and confront them in their appropriate social, scientific, cultural and linguistic contexts. The Center supports collaborative, cross-disciplinary research and prepares students for life and work in the highly interdependent world and global economy of the 21st century.

Center for Science in Society

The Center for Science in Society was founded to facilitate the broad conversations, involving scientists and nonscientists as well as academics and non-academics, that are essential to continuing explorations of the natural world and humanity's place in it. Through research programs, fellowships and public discussions, the Center supports innovative, interdisciplinary approaches to education in the sciences, novel intellectual and practical collaborations, and continuing inquiry into the interdependent relationships among science, technology and other aspects of human culture.

Center for Visual Culture

The Center for Visual Culture is dedicated to the study of visual forms and experience of all kinds, from ancient artifacts to contemporary films and computer-generated images. It serves as a forum for explorations of the visual aspect of the natural world as well as the diverse objects and processes of visual invention and interpretation around the world.

Curricular Options

A major subject must be chosen at the end of sophomore year. With the guidance of the departmental advisor, students plan an appropriate sequence of at least 10 major courses. A student with unusual interest or preparation in several areas may consider an independent major, a double major, a major with a strong minor or a concentration involving work in several departments built around one major as a core.

Majors

The following is a list of major subjects.

- Anthropology
- Astronomy (Haverford College)
- Biology
- Chemistry
- Classical and Near Eastern Archaeology
- Classical Culture and Society
- Classical Languages
- Comparative Literature
- East Asian Studies
- Economics
- English
- Fine Arts (Haverford College)
- French and French Studies
- Geology
- German and German Studies
- Greek
- Growth and Structure of Cities
- History
- History of Art
- Italian
- Latin
- Mathematics
- Music (Haverford College)
- Philosophy
- Physics
- Political Science
- Psychology
- Religion (Haverford College)
- Romance Languages
- Russian
- Sociology
- Spanish

Independent Majors

The following is a list of recent independent majors. For more information on the Independent Major Program, see page 66.

- American Studies
- Computer Science
- Dance
- Feminist and Gender Studies
- Folklore
- International Relations
- Linguistics
- Medieval Studies
- Peace and Conflict Studies
- Theater

Minors

The minor, which is not required for the degree, typically consists of six courses, with specific requirements determined by the department. The following is a list of subjects in which students may elect to minor. Minors in departments or programs that do not offer majors appear in italics.

Africana Studies
Anthropology
Biology
Chemistry
Classical and Near Eastern Archaeology
Classical Culture and Society
Comparative Literature
Computer Science
Creative Writing
Dance
East Asian Studies
Economics
Education
English
French and French Studies
Geology
German and German Studies
Greek
Growth and Structure of Cities
Hebrew and Judaic Studies
History
History of Art
Italian
Latin
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Russian
Sociology
Spanish
Theater Studies

Concentration

The concentration, which is not required for the degree, is a cluster of classes that overlap the major and focus a student's work on a specific area of interest:

- Creative Writing (with an English major)
- East Asian Studies
- Environmental Studies (in an anthropology, biology, geology, or growth and structure of cities major)
- Feminist and Gender Studies
- Hispanic and Hispanic-American Studies
- International Economic Relations
- Neural and Behavioral Sciences (with a biology or psychology major)
- Peace and Conflict Studies

Combined A.B./M.A. Degree Programs

Bryn Mawr students who are exceptionally qualified may, while undergraduates, undertake graduate work leading to the M.A. degree in those departments with graduate programs. Students interested in pursuing a combined A.B./M.A. degree should file individual plans of study at the end of the sophomore year for approval by the department chair, the dean of the Undergraduate College, the Undergraduate Curriculum Committee, the dean of the Graduate School of Arts and Sciences and the Graduate Council.

3-2 Program in Engineering and Applied Science

The College has negotiated arrangements with the California Institute of Technology whereby a student interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, transfer into the third year at Cal Tech to complete two full years of work there. At the end of five years she is awarded a Bachelor of Arts degree by Bryn Mawr and a Bachelor of Science degree by Cal Tech. Programs are available in many areas of specialization.

In her three years at Bryn Mawr, the student must complete the College Seminars, quantitative, foreign-language and divisional requirements, as well as a prescribed science program and the basis for a Bryn Mawr major. (Students completing the program have had majors at Bryn Mawr in mathematics or physics.) Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the College for application in the spring semester of their third year at the College. Prerequisites for recommendation include completion of courses required by Bryn Mawr and a minimum of one year each of chemistry, mathematics (including multivariable calculus and differential equations) and physics. Approval of the student's major department is necessary at the time of application and for the transfer of credit from the Cal Tech program to complete the major requirements at Bryn Mawr.

Students considering this option should consult Associate Dean Erika Behrend, liason for the 3-2 Program in Engineering and Applied Science, at the time of registration for Semester I of their first year and each semester thereafter to ensure that all requirements are being completed on a satisfactory schedule.

3-2 Program in City and Regional Planning

This arrangement with the Department of City and Regional Planning at the University of Pennsylvania allows a student to earn an A.B. degree with a major in the Growth and Structure of Cities at Bryn Mawr and a degree of Master of City Planning at the University of Pennsylvania in five years. While at Bryn Mawr the student must complete the College Seminars, quantitative, foreign-language and divisional requirements and the basis of a major in Growth and Structure of Cities. The student applies to the Master of City Planning program at Penn in her sophomore or junior year. No courses taken prior to official acceptance into the Master of City Planning program may be counted toward the master's degree, and no more than eight courses may be double-counted toward both the A.B. and the M.C.P. after acceptance. For further information

students should consult Gary McDonogh, director of the Growth and Structure of Cities Program, early in their sophomore year.

Summer Language Programs

Summer language programs offer students the opportunity to spend short periods of time conducting research, studying a language and getting to know another part of the world well.

France

Bryn Mawr offers a six-week summer program in Avignon, France. This total-immersion program is designed for undergraduate and graduate students with a serious interest in French language, literature and culture. The faculty of the *Institut* is composed of professors teaching in colleges and universities in the United States and Europe. Classes are held at the Palais du Roure and other sites in Avignon; the facilities of the Médiathèque Ceccano as well as the Université d'Avignon library are available to the group. Students are encouraged to live with French families or "foyers." A certain number of independent studios are also available.

Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit and scholarships, students should consult Professor Brigitte Mahuzier of the Department of French.

Italy

Bryn Mawr, in conjunction with the University of Pennsylvania, offers a summer program of intensive study in Florence. Focusing on Italian language, culture, art and literature, the coeducational program is open to students from Bryn Mawr and other colleges and universities. Courses carry full, transferable credit and are taught by professors from institutions in both the United States and Europe. Applicants must have a solid academic background and a serious interest in Italian culture, but need not have previous course work in Italian; introductory classes are offered. Students can make their own travel and housing arrangements, though most choose to travel to Italy with the group and stay at a hotel conveniently located in the center of Florence. Information about these accommodations is available through the program. Some need-based financial aid is available. For information, contact Professor Nicholas Patruno in the Department of Italian.

Russia

The College also participates in summer programs with the American Council of Teachers of Russian (A.C.T.R.) in Moscow, St. Petersburg and other sites in Russia. For further information about the A.C.T.R. programs, students should consult the Department of Russian.

Study Abroad in the Junior Year

A qualified student who has the approval of her major department and her dean may apply for permission to study in a foreign country for a semester or a year. The College has approved more than 60 programs in colleges and universities in other countries. Applicants must have strong academic records and must give evidence of competence in the language of the country where they plan to study. At least two years of study at the college level are necessary to provide adequate language preparation for study in non-English speaking countries.

All students who are considering study abroad in the junior year should consult Li-Chen Chin, assistant dean and director of international programs, at the beginning of the sophomore year about the procedure, and confer with their deans and major departments to make sure their intended studies abroad are coordinated with the plan for the major subject and the completion of requirements.

Students who study abroad include majors across the humanities, the social sciences, and the life and physical sciences. In recent years, students have studied in Argentina, Australia, Canada, Chile, China, Costa Rica, Denmark, Egypt, France, Germany, Ghana, Greece, Hungary, India, Ireland, Israel, Italy, Japan, Kenya, Mexico, New Zealand, Russia, Senegal, Spain, Taiwan, Thailand, Turkey, the United Kingdom and Zimbabwe.

Students who study abroad for the semester or the year pay the home tuition and, for programs that include food and housing, room and board fees to Bryn Mawr. The College, in turn, pays the program fees directly to the institution abroad and provides the student with a travel allowance to and from the program. Students who are eligible for financial aid at Bryn Mawr may apply for aid for the period in which they are studying abroad. While there is a limit to the aid available to fund study abroad, it is expected that the needs of most eligible students will be covered. If it is not possible to aid all students who wish to go, priority is given to those whose academic programs are most enhanced by study abroad. A committee consisting of faculty members and the study abroad adviser determines the preference ranking for the aid.

Preparation for Careers in Architecture

Although Bryn Mawr offers no formal degree in architecture or a set preprofessional path, students who wish to pursue architecture as a career may prepare for graduate study in the United States and abroad through courses offered in the Growth and Structure of Cities Program (see page 201). Students interested in architecture and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select

appropriate electives in architectural history and urban design (including classes in classical and Near Eastern archaeology, East Asian studies and history of art) to gain a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; theses may also be planned to incorporate design projects. These students should consult as early as possible with Daniela Voith and Carola Hein in the Growth and Structure of Cities Program.

Preparation for Careers in the Health Professions

The Bryn Mawr curriculum offers courses that meet the requirements for admission to professional schools in medicine, dentistry, veterinary medicine and public health. Each year a significant number of Bryn Mawr graduates enroll in these schools. The minimal requirements for most medical and dental schools are met by one year of English, one year of biology, one year of general chemistry, one year of organic chemistry and one year of physics. Schools of veterinary medicine usually require upper-level coursework in biology. Students considering careers in one of the health professions are encouraged to discuss their plans with the undergraduate health professions adviser in Canwyll House. The Office of Health Professions Advising publishes the "Guide for First- and Second-Year Students Interested in the Health Professions." This handbook is available at the meeting for first-year students during Customs Week and at the Office of Health Professions Advising in Canwyll House.

Postbac Premedical Program

Bryn Mawr offers a Postbaccaluareate Premedical Program to graduates of Bryn Mawr and other four-year accredited institutions through Bryn Mawr's Special Academic Programs. For further information, see page 54 or visit the program's Web site at www.brynmawr.edu/postbac.

Preparation for Careers in Law

Because a student with a strong record in any field of study can compete successfully for admission to law school, there is no prescribed program of "pre-law" courses. Students considering a career in law may explore that interest at Bryn Mawr in a variety of ways — e.g., by increasing their familiarity with U.S. history and its political process, participating in Bryn Mawr's well established student self-government process, "shadowing" alumnae/i lawyers through the Career Development Office's externship program and refining their knowledge about law-school programs in the Pre-Law Club. Students seeking guidance about the law-school application and admission process may consult with one of the

College's pre-law advisers, Dean Charles Heyduk or Dean Rona Pietrzak.

Teaching Certification

Students majoring in liberal arts fields that are taught in secondary school may, by appropriate planning early in their undergraduate career, prepare themselves to teach in the public junior and senior high schools of Pennsylvania. By reciprocal arrangement, the Pennsylvania certificate is accepted by a number of other states. A student who wishes to teach should consult her dean, the Education Program adviser and the chair of the department concerned early in her college career so that she may make appropriate curricular plans. For further information, see the Education Program, page 150.

ROTC — Reserve Officer Training Corps

Bryn Mawr students are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) through a cross-enrollment agreement with St. Joseph's University. All AFROTC aerospace studies courses are held on the St. Joseph's campus. This program enables a Bryn Mawr student to earn a commission as an Air Force officer while concurrently satisfying her baccalaureate degree requirements.

Aerospace Studies at St. Joseph's University

The AFROTC program of aerospace studies at St. Joseph's University offers both two-year and four-year curricula leading to a commission as a second lieutenant in the Air Force. In the four-year curriculum, a student takes the General Military Course during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. The student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In the two-year curriculum, the student attends a five-week summer training program and then enters the POC in the junior year.

The subject matter of the freshman and sophomore year is developed from a historical perspective and focuses on the scope, structure and history of military power with an emphasis on the development of air power. During the junior and senior years, the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to the academic portion of the curriculum, each student participates in a two-hour Leadership Laboratory each week. During this period the day-to-day skills and working environment of the Air Force are discussed and explained. The

Leadership Lab uses a student organization designed for the practice of leadership and management techniques.

The AFROTC program offers two-, two-and-a-half-, three-, and three-and-a-half-year scholarships on a competitive basis to qualified applicants. All scholarships cover tuition, lab fees, a flat-rate allowance for books and a tax-free monthly stipend. All members of the POC, regardless of scholarship status, receive the tax-free monthly stipend plus additional support for those not on scholarship.

Degree credit allowed toward the Bryn Mawr A.B. for AFROTC courses is determined on an individual basis. For further information about the AFROTC cross-enrollment program, scholarships and career opportunities, contact the Professor of Aerospace Studies, AFROTC Det. 750, St. Joseph's University, 5600 City Avenue, Philadelphia, PA 19131, (215) 871-8324. Interested students should also consult their deans.

College Resources and Facilities

Libraries

Canaday, Carpenter, Thomas and Collier

The Mariam Coffin Canaday Library is the center of Bryn Mawr's library system. Opened in 1970, it houses the focus of the College's collection in the humanities and the social sciences. The award-winning Rhys Carpenter Library, opened in 1997, is located in the M. Carey Thomas Library building and houses the collections in Archaeology, History of Art, and Growth and Structure of Cities. The Lois and Reginald Collier Science Library was dedicated in 1993 and brings together the collections for Mathematics and the sciences. The library collections of Haverford and Swarthmore Colleges, which complement and augment those of Bryn Mawr, are readily accessible to students.

Tripod – Online Catalog Access

Tripod, the online public access catalog, was installed in 1991 and provides online information about all the materials in the Bryn Mawr, Haverford and Swarthmore College collections. Bryn Mawr students have borrowing privileges at Haverford and Swarthmore and have the option of requesting that material be transferred from either of the other two campuses for pickup or use at Bryn Mawr. Both a Telnet and Web version of the Tripod catalog are available, providing online information on one million-plus titles in the tri-college collection. Through the Library's homepage, students may connect to Tripod as well as a growing number of research databases and other useful information about library services and resources on the Web.

Bryn Mawr libraries operate on an open-stack system, allowing students access to a campus collection composed of more than one

More than one million volumes

million volumes, including books, documents, microform and multimedia material, and a tri-college collection of one million-plus titles. A series of information sheets, pamphlets and point-of-use guides are available for ready reference, and librarians are available to assist students in accessing extensive research materials in both traditional and electronic formats.

Special Collections

Bryn Mawr has an extraordinarily rich collection of rare books and manuscripts to support the research interests of students. The Goodhart/Gordan Collection of late Medieval and Renaissance texts includes one of the country's largest groups of books printed in the 15th century, as well as manuscript volumes and 16th-century printed books. Other strengths of the 45,000-volume book collection include accounts of European encounters with Asia, Africa and Latin America from the 16th to the 20th centuries; histories of London and Paris; and books by and about women from the 17th century to the present. Complementary to the rare books are collections of original letters, diaries and other unpublished documents. Bryn Mawr has important literary collections from the late 19th and 20th centuries, including papers of Christina Rossetti, Marianne Moore and the *New Yorker* editor Katherine Sergeant White. Other strengths are papers relating to the women's rights movement and the experiences of women, primarily Bryn Mawr graduates, working overseas in the late 19th and early 20th centuries. The College Archives contains the historical records of Bryn Mawr, including letters of students and faculty members, and an extensive photographic collection that documents the campus and student life.

PALINET/ULC – a 590-member network of libraries

Bryn Mawr is a member of the Pennsylvania Area Library Network/Union Library Catalog of Pennsylvania (PALINET/ULC), whose 590 members include the libraries of the University of Pennsylvania, Temple University, Villanova University, the American Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the College of Physicians of Philadelphia and the Rosenbach Museum. Through PALINET, Bryn Mawr participates in the OCLC database of more than 36 million titles cataloged by libraries throughout the world. Bryn Mawr also belongs to the Pennsylvania Academic Library Consortium, Inc. (PALCI), a statewide consortium of college and university libraries. Materials not owned by Bryn Mawr, Haverford or Swarthmore are available without charge through interlibrary loan.

Additional information about Bryn Mawr's libraries and their services may be accessed on the Web through the library homepage at http://www.brynmawr.edu/Library/.

Laboratories

Teaching and research in the sciences and mathematics take place in laboratories and classrooms at four locations on campus. Work in biology, chemistry, geology, mathematics and physics is carried out in the Marion Edwards Park Science Center, which also houses the Lois and Reginald Collier Science Library. Work in computer science is conducted in Park Science Center and the computing center in Eugenia Chase Guild Hall; work in psychology is conducted in Dalton Hall, which houses the Psychology Library, and in West House.

Science and Computing Centers

In the sciences, laboratory work is emphasized at all levels of the curriculum. The science departments have excellent facilities for laboratory teaching; in addition, they are particularly well equipped for research because they serve the educational needs of students working toward M.A. and Ph.D. degrees as well as students working toward the A.B. degree. As a consequence, advanced undergraduates are provided with opportunities to carry out research with sophisticated modern equipment, and they are able to do so with the intellectual companionship of graduate students as well as faculty members.

Laboratory Instruments

Among the major laboratory instruments available at the College are a transmission electron microscope, a Zeiss universal microscope with Nomarski optics, several mobile robots, an amino acid analyzer, a 300-MHz nuclear magnetic resonance (NMR) spectrometer, additional pulsed NMR equipment for studies of solids, a mass spectrometer, X-ray diffractometer, a wide variety of lasers, a Leitz total station for surveying, field and laboratory equipment for environmental geochemical research, including a clean bench, heating and freezing stages for microscopes, a cathode luminescence stage and instruments for various kinds of spectroscopy, including infrared, Raman, visible, ultraviolet, fluorescence, atomic absorption and DC plasma atomic emission. In addition, custom-designed equipment for special research projects is fabricated by expert instrument makers in the Instrument Shop in Park Science Center, and professional glassblowing services are available as needed.

Laboratory Computer Facilities

Computer facilities in the sciences include laboratories with high-performance computing equipment, including SGI, SUN, LINUX and UNIX workstations. Teaching and research laboratories and classrooms have additional extensive computer

resources for data analysis and instruction, including state-of-the-art video-projection systems.

Special Research Resources

Bryn Mawr houses several important resources that serve as vital research tools for undergraduate and graduate students. The ethnographic and archaeological collections housed in the Anthropology Department are two of many collections managed by the College's Collections staff. Other objects from the College's Collections are housed in the M. Carey Thomas Library (see Archaeological Collections and Fine Arts Collections below). As a whole, the College's Collections are comprised of Applied and Decorative Arts, Archaeology, Ethnography, Fine Arts and Photography collections. All objects in the College's Collections are accessible to Bryn Mawr students and serve as research resources. Collection objects are also used as teaching tools in the classroom and are exhibited in displays at Dalton Hall and the Rhys Carpenter Library.

Ethnography and Archaeology Collections

The Ethnography and Archaeology Collections housed in the Anthropology Department are comprised of objects from around the world and were systematically organized by the department's founder, Frederica de Laguna '27. The largest portions of these collections originate from North America, South America and Africa. The William. S. Vaux Collection, a gift of the Academy of Natural Sciences, Philadelphia, consists of archaeological objects from North, Central and South America, and Old World Europe, and ethnographic objects made by Native Americans. Other important collections include the Mace and Helen Katz Neufeld '53 Collection of African and Oceanic Art; the Twyeffort-Hollenback Collection of Southwest Pottery and Native American Ethnography; the George and Anna Hawks Vaux '35, M.A. '41 Collection of Native American Basketry from the Southwest, California and Pacific Northwest; and the Ward and Mariam Coffin Canaday '06 Collection of Pre-Columbian Ceramics and Textiles from Peru.

These main collections have been augmented by important gifts from faculty members, alumnae and friends of the College, such as Frederica de Laguna, Milton Nahm, Margaret Feurer Plass '17, Conway Zirkle and Helen E. Kingsbury '20, M.A. '21. The collections are also supplemented by departmental holdings of osteological specimens, casts of fossil hominids and a small but growing collection of ethnomusical recordings representing the music of native peoples in all parts of the world.

Laboratory of Pre-Industrial Technology

The Department of Anthropology also houses the Laboratory of Pre-Industrial Technology, which provides a variety of resources and instrumentation for the study of traditional technologies in the ancient and modern worlds. The anthropology laboratories are used by undergraduate and graduate students in other disciplines.

Archaeological Collections

The Ella Riegel Memorial Study Collection of Classical Archaeology, housed on the third floor of the M. Carey Thomas Library, West Wing, contains a small study collection of Greek and Roman minor arts, especially vases, a selection of preclassical antiquities, and objects from Egypt and the ancient Near East. The collection was formed from private donations such as the Densmore Curtis Collection presented by Clarissa Dryden, the Elisabeth Washburn King Collection of classical Greek coins, and the Aline Abaecherli Boyce Collection of Roman Republican silver coins. The late Professor Hetty Goldman gave the Ella Riegel Memorial Study Collection an extensive series of pottery samples from the excavation at Tarsus in Cilicia. The objects in the collection are used for research projects by undergraduate and graduate students.

Fine Arts Collections

The Fine Arts Collections, based in Thomas Library, include important holdings of prints, drawings, photographs, paintings and sculpture. Among the highlights are a core collection of master European prints; the Van Pelt Collection of European and American prints from the 16th to the 20th centuries; the Scott Memorial Study Collection of Works by Contemporary Women Artists; collections of Japanese woodblock prints; Chinese paintings and calligraphy; the Michaelis Collection of early photography; and collections of the works of women photographers.

Geological Collections

Because laboratory work in geology is based on observations in the field, the department conducts field trips in most of its courses and also has additional trips of general interest. To aid in the study of observations and samples brought back from the field, the department has excellent petrographic and analytical facilities, extensive reference and working mineral collections, including the George Vaux Jr. Collection and the Theodore D. Rand Collection of approximately 10,000 specimens each, and a fine fossil collection. As a repository for the United States Geological Survey, the map library contains 40,000 topographical maps.

Social Science Statistical Laboratory

The Department of Sociology helps maintain the Social Science Statistical Laboratory, which consists of computers and printers staffed by undergraduate user consultants. A library of data files is available for student and faculty research and instructional use. Data library resources include election and census studies, political and attitudinal polling data, historical materials on the city of

Philadelphia, national and cross-national economic statistics, ethnographic data files for cross-cultural study, and a collection of materials relevant to the study of women. Access to other data is available through the College's membership in the Inter-University Consortium for Political and Social Research.

Digital Media and Visual Resource Center

The Rhys Carpenter Library houses the Digital Media and Visual Resource Center, which supports instruction by providing access to visual media and by facilitating the use of digital tools. The Center's main role is serving coursework — principally in History of Art, Classical and Near Eastern Archaeology, and the Growth and Structure of Cities Program — through a collection of 240,000 slides as well as study prints and digitized images. The Center also conducts workshops to assist faculty members in the use of new instructional technologies.

Facilities for the Arts

Theater and Dance

Goodhart Hall, which houses the Office of the Arts, is the College's main performance space for theater and dance. The theater has a proscenium stage with options for thrust and studio theater formats. There are also nontraditional spaces on campus for productions of an intimate and/or experimental nature. The College has two dance studios, one over Pembroke Arch, which also serves as a smaller performance space, and the other in Bern Schwartz Gymnasium.

Music

While the M. Carey Thomas Library Great Hall provides a large space for concerts and readings, the Goodhart Music Room is used for ensemble rehearsals and intimate chamber music recitals. Students may reserve time in the five practice rooms in Goodhart, all of which are furnished with grand pianos.

Art Galleries and Studios

Arnecliffe Studio houses the program in painting and printmaking, and there is an additional drawing studio in Rockefeller Hall. The Gallery, located in the lower level of the Mariam Coffin Canaday Library, provides an intimate space for shows and exhibits.

Creative Writing

Creative writing classes, workshops and readings take place in English House and the M. Carey Thomas Library Great Hall.

Marie Salant Neuberger Centennial Campus Center

The Marie Salant Neuberger Centennial Campus Center, a transformation of the historic gymnasium building on Merion Green, opened in 1985. As the center for non-academic life, the facility houses a café, lounge areas, meeting rooms, the College post office and the bookshop. The offices of Career Development, Conferences and Events and Student Life are also located here. Students, faculty and staff use the campus center for informal

meetings and discussion groups as well as for campus-wide social events and activities.

Eugenia Chase Guild Computing Center

Eugenia Chase Guild Hall is the hub of Bryn Mawr's distributed computing network. Students have access to a high-speed Internet connection in all residence halls, public computing laboratories and networked classrooms. The campus network provides access to online courses and course materials, e-mail, shared software and Tripod, the online library catalog system shared by Bryn Mawr, Haverford and Swarthmore Colleges. Bryn Mawr students receive their own e-mail and Web accounts upon arrival.

Help Desk

Guild Hall houses the professional computing staff, a Help Desk for students, multimedia development stations and the largest public computing laboratory on campus with 12 Macintosh G4s and 44 Windows 2000 computers. Professional staff are available to students, faculty and staff for consultation and assistance with their computer work. The student Help Desk is staffed 114 hours per week by students. Students at the Help Desk provide assistance to students in the public laboratories and phone support to students in their residence halls. These student "ops" are trained to troubleshoot software, hardware and networking problems and to help students, faculty and staff use computer technology efficiently. They are also trained in multimedia courseware development, and they assist faculty with their multimedia projects. The New Media Lab in Guild Hall is equipped with advanced software for digitizing and editing text, images, audio and video for the creation of interactive presentations and courseware.

Campus Computing Laboratories

Computing laboratories on campus are equipped as follows.

Canaday: eight Windows 2000 PCs.

Carpenter: five Mac G3s and five Windows 2000 PCs.

Collier: two Mac G3s, two iMacs and seven Windows 2000 PCs.

Dalton: five Windows 2000 PCs.

Graduate School of Social Work and Social Research: eight Windows98 PCs.

Language Learning Center: 10 Mac G4s and nine Windows98 PCs.

Bern Schwartz Gymnasium

Bern Schwartz Gymnasium is the center of the College's Athletics and Physical Education Program. This 50,000-square-foot facility houses an eight-lane swimming pool; a new state-of-the-art wood floor for basketball, badminton and volleyball; and a fitness center that includes aerobic equipment, weight-training machines and a

dance floor. This facility is augmented by two playing fields, a practice field and seven tennis courts.

Language Learning Center

The Language Learning Center (LLC) provides the audio, video and computing services necessary to support the acquisition of foreign languages and cultures. The LLC contains 23 workstations equipped with cassette tape recorders, multi-standard VCRs, DVD players and videodisc players; 20 computers, both PC and Mac; and monitors for viewing satellite news from around the world. Students and faculty have access to more than 2,400 audio cassettes and approximately 1,000 foreign language videos, DVDs, videodiscs and CD ROMs. The LLC supports e-mail, word processing and Internet access in the languages taught at the College and has a variety of language-learning programs to assist in foreign-language learning. Multimedia development stations are available for faculty and supervised student use. A projection unit enables the lab to be used for demonstration purposes or class use.

Student Life

Student Services

Student Advising

The deans are responsible for the general welfare of undergraduates. Students are free to call upon the deans for help and advice on both academic and general matters. After students select their majors at the end of their sophomore year, they are assigned a faculty adviser in the major who helps them plan their academic program for the junior and senior years. In addition to deans, students may consult the director of residential life, the director of international advising, the director of the Office for Institutional Diversity, the director of financial aid, the director of career development and the coordinator of student activities. The Student Life Office staff and upperclass students known as hall advisers provide advice and assistance on questions concerning life in the residence halls. The College's medical director, consulting psychiatrist and several counselors are also available to all students through scheduled appointments or, in emergencies, through the nursing staff on duty 24 hours a day in the Health Center.

Orientation for New Students

The College and the Bryn Mawr-Haverford Customs Week Committee provide orientation for first-year and transfer students. First-year students and transfers take residence before the College is opened to upperclass students. The deans, hall advisers and Customs Week Committee welcome them, answer their questions and give advice. New students and their parents may meet with the president of the College during this orientation period. In addition, faculty members are available for consultation, and all incoming students have appointments with a dean or other adviser to plan their academic programs for the fall semester. Undergraduate organizations at Bryn Mawr and Haverford Colleges acquaint new students with other aspects of college life.

Academic Support

Academic support services at Bryn Mawr fall into three general areas: the writing program, peer tutoring and study-skills support services. The writing program offers a writing center in which peer tutors assist students who need help with composition and other courses. The writing program also offers occasional workshops open to the campus. Peer tutoring is available in all subject areas without cost to students. For first-year students who need to strengthen their study skills, special study-skills programs are offered in the fall. When it is appropriate, students might also be referred to the Child Study Institute for evaluation and tutoring; the cost of this service is also subsidized by the College.

Writing Program, Peer Tutoring and Study-Skills Support

For information on support services for learning, physical or psychological disabilities, see Accessibility Services on page 37.

Career Development

Students and alumnae/i are invited to make use of the services of the Career Development Office of Bryn Mawr and Haverford Colleges. These services include career and job-search counseling; group and private sessions on résumé writing, interviewing and job-hunting techniques; information and referrals for part-time, summer and permanent positions on campus and off campus; online information on more than 2,000 internships; a Web-based on- and off-campus recruiting program; and maintaining and furnishing, on request, letters of recommendation.

On-Campus and Off-Campus Recruiting

In addition to interview opportunities on campus, students may interview with employers participating in off-campus recruiting days co-sponsored with a consortium of selective liberal arts colleges. Conducted in December and January, these events are located in Boston, Chicago, New York, Philadelphia and Washington, D.C. A "National Virtual Fair" is conducted in March.

Career Panels

During the academic year, the office sponsors career panels and individual speakers featuring alumnae/i to provide students with a broader knowledge of career options. In recent years, these programs have focused on careers in the arts, business and management, communications, education, environmental science and technology, human services, law, mathematics, medicine and peacemaking. Additionally, the office sponsors a three-day seminar, "Business: A Liberal Art." Developed and led by an alumna business leader, the seminar provides an orientation to business and business skills as they relate to liberal-arts training. Guest speakers and site visits offer forums for focusing on industries and business functions, case studies, team projects and presentations, and in-depth discussions of business problems and business ethics.

Career Fairs

In the spring, not-for-profit public-service career fairs are held in Boston, New York and Washington, D.C., for students and alumnae. Cosponsored by a variety of prestigious colleges and universities, these events offer the opportunity to learn about employment and career opportunities in a broad spectrum of not-for-profit and public service organizations.

Alumnae/i Networking

In cooperation with alumnae/i, the office provides students with access to a network of graduates who make themselves available to students for personal consultation on career-related questions and who, in practical ways, assist students in learning more about career fields of interest. Students interested in exploring specific career fields may participate during winter and spring vacations in the Extern Program, shadowing alumnae/i representing a great variety of career fields.

Health Service

The Health Center is a primary-care facility open 24 hours a day when the College is in session. The College's Health Service offers a wide range of medical and counseling services to all matriculated undergraduates.

Outpatient medical services include primary care, first aid, nursing visits, routine laboratory work, walk-in medical clinic, gynecological services and appointments with the College physician. Inpatient care is provided for students who are too ill to be in their residence halls but are not candidates for hospitalization. There is no charge for doctor or nurse visits. A current fee schedule for other services is available upon request.

The counseling service is available to all undergraduate students. Each student may receive six free visits per academic year. While there is a fee for subsequent visits, no student is denied service because of an inability to pay. Consultation with a psychologist, social worker or psychiatrist can be arranged by appointment by calling the main number of the Health Center

All entering students must file medical history and evaluation forms with the Health Service before registration for classes.

Medical Insurance Requirements

The College purchases a limited medical insurance policy for full-time undergraduate students. The insurance is provided in conjunction with services supplied by the Bryn Mawr College Health Center. The insurance policy will not cover a significant portion of the costs of a major illness. Therefore, it is strongly recommended that students maintain their coverage on their families' health plans or purchase additional insurance. The College does provide information about additional insurance plans that may be available to Bryn Mawr students. Information about the basic insurance plan and any available additional plans is sent to students each summer.

Medical and Psychological Leaves of Absence

A student may, on the recommendation of the College physician or her own doctor, at any time request a medical leave of absence for reasons of health. The College reserves the right to require a student to withdraw for reasons of health if, in the judgment of the medical director, she is not in sufficiently good health to meet her academic commitments or to continue in residence at the College. Permission to return from a medical leave is granted when the College's Health Service receives satisfactory evidence of recovery.

Occasionally a student experiences psychological difficulties that interfere with her ability to function at college. Taking time

away from college to pursue therapy may be necessary. The College sees this choice as restorative, not punitive. With evidence of improvement in health, Bryn Mawr welcomes the student's return.

The College believes that time away for psychological reasons should, in most cases, be for an entire academic year to allow sufficient time for growth, reflection and meaningful therapy — students who hurry back prematurely tend to risk a second failure. Therefore, medical leaves of absence for psychological reasons are granted for a period of one year, except in unusual situations. Readmission requires the approval of Bryn Mawr's medical director or the appropriate member of the College's counseling staff. The student should ask the physician or counselor with whom she has worked while on leave to contact the appropriate person at the College's Health Service when she is ready to apply to return.

Students who want to return in September must submit all readmission materials by July 1. Those who want to return in January must submit all readmission materials by November 15.

For information on academic leaves of absence, see page 78.

Accessibility Services

Bryn Mawr is committed to providing equal access for individuals with disabilities and welcomes qualified students with disabilities to the College community. Like other student services at Bryn Mawr, Accessibility Services aims to address each student's concerns individually. Students who require assistance because of a learning, physical or psychological disability are encouraged to contact the coordinator of Accessibility Services in Canwyll House as early as possible to discuss their needs.

The accessibility coordinator will work with the student and others on campus, when necessary, to identify appropriate support and accommodations to help her participate as fully as possible in the College's programs and activities. Current relevant documentation of a disability is required to verify eligibility and to help determine appropriate accommodations. Disclosure of a disability is voluntary, and the information is maintained on a confidential basis. It is the student's responsibility to obtain any required documentation.

For additional information about procedures for requesting accommodations and specific documentation requirements, please contact the accessibility coordinator in Canwyll House.

Student Residences

Residence on Campus

Residence in College housing is required of all undergraduates, except those who live with their families in Philadelphia or the vicinity, and those who live off campus after having received permission to do so from the College during the annual room draw. In the latter instance, it is the responsibility of students to obtain permission from their parents for off-campus residence.

The College's residence halls provide simple and comfortable living for students. Bryn Mawr expects students to respect its property and the standards on which the halls are run. A statement of residence regulations is included in the Student Handbook.

Hall Advisers

Thirty-six hall advisers provide resources and advice to students living in the halls, and they work with the elected student officers to uphold the social Honor Code within the halls.

The halls are open during fall and spring breaks and Thanksgiving vacation, but meals are not provided. During winter vacation, special arrangements are made for students who wish to remain in residence — international students, athletes and students who are taking classes at the University of Pennsylvania. These students pay a special fee for room and board and live in an assigned residence hall.

Any student requiring special housing accommodations because of special disability needs should contact the coordinator of Accessibility Services at Canwyll House (see page 37).

The College is not responsible for loss of personal property due to fire, theft or any other cause. Students who wish to insure against these risks should do so individually or through their own family policies.

Residence Halls

Residence halls on campus provide full living accommodations. Brecon, Denbigh, Merion, Pembroke East, Pembroke West and Radnor Halls are named for counties in Wales, recalling the tradition of the early Welsh settlers of the area in which Bryn Mawr is situated. Rockefeller Hall is named for its donor, John D. Rockefeller, and Rhoads North and South for the first president of the College, James E. Rhoads. Erdman Hall, first opened in 1965, was named in honor of Eleanor Donnelley Erdman '21, a former member of the Board of Trustees. The Clarissa Donnelley Haffner Hall, which creates an "international village" for students of Chinese, French, German, Hebrew, Italian, Japanese, Russian and Spanish languages, was opened in 1970. Perry House is the Black Cultural Center and residence. Batten House serves as a residence for those interested in a cooperative living environment. Glenmede,

located a quarter-mile from campus, was bequeathed to the college in 1980 by Mary Ethel Pew '06 and houses undergraduate and graduate students.

The College offers a variety of living accommodations, including singles, doubles, triples, quadruples and a few suites. The College provides basic furniture, but students supply linen, bed pillows, desk lamps, rugs, mirrors and any other accessories they wish. Summer storage is limited to international and West Coast students and may be at the student's expense.

The physical maintenance of the halls is the responsibility of the director of Facilities Services and Housekeeping Services. At the end of the year, each student is held responsible for the condition of her room and its furnishings. Room assignments, the hall-adviser program, residence-life policies, and vacation-period housing are the responsibility of the director of Residential Life.

Meal Plan

Resident students are required to participate in the meal plan, which provides 20 meals per week. For those living at Batten House, Haverford College Apartments, Glenmede Main House or Perry House, where kitchens are available, the meal plan is optional. Any student with medical or other extraordinary reasons for exemption from participation in the meal plan may present documentation of her special needs to the coordinator of Accessibility Services (see page 37). Ordinarily, with the help of the College dietician, Dining Services can meet such special needs. When this is not possible, written notice of exemption will be provided by the coordinator of Accessibility Services.

Coeducational Residence Halls

Coeducational residence halls on the Bryn Mawr campus were established in 1969-70, housing students from Bryn Mawr and Haverford. In addition, Haverford College has spaces available on its campus for Bryn Mawr students. As neither Bryn Mawr nor Haverford allows room retention from one year to the next, the number and kind of bi-college options change each year.

Language and Culture Halls

Haffner Hall, which opened in 1970, is open to Bryn Mawr and Haverford students interested in the study of Chinese, French, German, Hebrew, Italian, Japanese, Russian and Spanish languages and cultures. Admission is by application only and students must pledge to participate actively in the Hall's activities. Residence in a language house provides an excellent opportunity to gain fluency in speaking a foreign language.

Non-Resident Students

For non-resident students, locked mailboxes are available in the Centennial Campus Center. Non-resident students are liable for all undergraduate fees except those for residence in a hall. All matriculated undergraduate students are entitled to full use of all out- and in-patient health services.

Student Responsibilities and Rights

The Honor Code

The high degree of trust and responsibility that the College has always given to students is reflected in the academic and social Honor Codes. These delegate to individual students the responsibility for integrity in their academic and social behavior.

Academic and Social Honor Boards

Responsibility for administering the academic Honor Code is shared with the faculty; the Academic Honor Board, composed of both students and faculty, mediates in cases of infraction. In the social Honor Code, as in all aspects of their social lives, students are self-governing; a Social Honor Board, consisting of 10 students, mediates in cases where social conflicts cannot be resolved by the individuals directly involved. Trained student mediators work with students to resolve conflicts in effective ways.

Independence and Freedom

The successful functioning of the Honor Code is a matter of great pride to the Bryn Mawr community, and it contributes significantly to the mutual respect that exists among students and between students and faculty. While the Honor Code makes great demands on the maturity and integrity of students, it also grants them an independence and freedom that they value highly. To cite just one example, many examinations are self-scheduled, so that students may take them at whatever time during the examination period is most convenient for their own schedules and study patterns.

Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 5411 Switzer Building, 330 C Street S.W., Washington, D.C. 20201, concerning alleged failures by the institution to comply with the act.

Copies of Bryn Mawr's policy regarding the act and procedures used by the College to comply with the act can be found in the Office of the Undergraduate Dean. Questions concerning the

Family Educational Rights and Privacy Act may be referred to the Office of the Undergraduate Dean.

Directory Information

Bryn Mawr College designates the following categories of student information as public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion.

Category I	Name, address, dates of attendance, class, current enrollment status, electronic mail address
Category II	Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
Category III	Date of birth
Category IV	Telephone number
Category V	Marital status

Currently-enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification, which must be in the Office of the Registrar by 5 p.m. on the second Friday of September. Forms requesting the withholding of directory information are available in the Office of the Registrar. Bryn Mawr College assumes that failure on the part of any student to request the withholding of categories of directory information indicates individual approval of disclosure.

Campus Security Information

As part of its compliance with Pennsylvania's College and University Security Information Act, Bryn Mawr provides to all students and all applicants for admission a brochure describing the College's security policies and procedures. The College also makes available to all students and applicants the crime report required by the Commonwealth of Pennsylvania for the most recent three-year period.

Right-to-Know Act

The Student Right-to-Know Act requires disclosure of the graduation rates of degree-seeking undergraduate students. Students are considered to have graduated if they complete their programs within six years of the normal time for completion.

Class entering fall 1995 (Class of 1999)	
Size at entrance	344
Graduated after 3 years	2.9%
after 4 years	73.8%
after 5 years	78.2%
after 6 years	79.9%

Equality of Opportunity

Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its education programs, activities or employment practices. The admission of only women in the Undergraduate College is in conformity with a provision of the act. Inquiries regarding compliance with Title IX and other policies of nondiscrimination may be directed to the Equal Opportunity Officer at (610) 526-5368.

Students with Disabilities

Bryn Mawr welcomes the full participation of individuals with disabilities in all aspects of campus life and is committed to providing equal access to the College's programs, services and activities in accordance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990. The College has found that this objective is best achieved by responding to the concerns of persons with disabilities on an individual basis. For information about the College's services for students with learning, physical or psychological disabilities, contact the coordinator of Accessibility Services at Canwyll House.

Geographical Distribution of Students

2001 – 02 Undergraduate Degree Candidates

The 1,253 students are from 47 states, the District of Columbia and 44 foreign nations, distributed as follows:

UNITED STATES RESIDENCE

New England	***149***	***(11.9%)***	***West North Central***	***35***	***(2.8%)***
Connecticut	36		Iowa	2	
Maine	10		Kansas	4	
Massachusetts	76		Minnesota	15	
New Hampshire	16		Missouri	9	
Rhode Island	7		Nebraska	2	
Vermont	4		North Dakota	1	
			South Dakota	2	
Middle Atlantic	***528***	***(42.1%)***	***East South Central***	***15***	***(1.2%)***
New Jersey	139		Alabama	3	
New York	147		Kentucky	2	
Pennsylvania	242		Mississippi	2	
			Tennessee	8	
South Atlantic	***138***	***(11.0%)***	***West South Central***	***41***	***(3.3%)***
Delaware	1		Arkansas	2	
District of Columbia	6		Louisiana	1	
Florida	18		Oklahoma	1	
Georgia	7		Texas	37	
Maryland	40				
North Carolina	7		***Mountain***	***35***	***(2.8%)***
South Carolina	4		Arizona	4	
Virginia	44		Colorado	14	
West Virginia	11		Idaho	3	
Puerto Rico	0		Montana	0	
Virgin Islands	0		Nevada	2	
			New Mexico	7	
			Utah	5	
			Wyoming	0	
East North Central	***87***	***(6.9%)***	***Pacific***	***112***	***(8.9%)***
Illinois	32		Alaska	0	
Indiana	6		California	73	
Michigan	16		Hawaii	2	
Ohio	23		Oregon	16	
Wisconsin	10		Washington	21	
			Trust Territory	0	
			AP/AE	0	

FOREIGN RESIDENCE

Nation			
Australia	1	Myanmar	1
Bangladesh	4	Nigeria	1
Belgium	1	Oman	1
Bhutan	1	Pakistan	4
Bosnia	3	Philippines	4
Botswana	2	Poland	1
Bulgaria	3	Romania	2
Canada	8	Saudi Arabia	3
China	2	Senegal	1
Colombia	1	Singapore	1
Ecuador	1	South Africa	1
Ghana	4	South Korea	3
Haiti	1	Spain	2
Hong Kong	4	Switzerland	1
India	21	Tanzania	2
Indonesia	2	Thailand	1
Italy	1	Trinidad and Tobago	3
Ivory Coast	1	Turkey	1
Jamaica	1	Ukraine	1
Japan	9	United Arab Emirates	1
Kenya	1	Uzbekistan	1
Mexico	4	Venezuela	1

SUMMARY

Total Students	**1,253**	**100.0%**
Foreign Residence	**113**	**9.0%**
United States Residence	**1,140**	**91.0%**
New England	*149*	*11.9%*
Middle Atlantic	*528*	*42.1%*
South Atlantic	*138*	*11.0%*
East North Central	*87*	*6.9%*
West North Central	*35*	*2.8%*
East South Central	*15*	*1.2%*
West South Central	*41*	*3.3%*
Mountain	*35*	*2.8%*
Pacific	*112*	*8.9%*

Admission

Admission

Bryn Mawr College is interested in candidates of character and ability who want an education in the liberal arts and sciences and are prepared for college work by a sound education. The College has found highly successful candidates among students of varied interests and talents from a wide range of schools and regions in the United States and abroad. In its consideration of candidates, the College looks for evidence of ability in the student's high-school record, the challenge of her program of study, her rank in class, and her College Board or ACT tests; it asks her high-school adviser and several teachers for an estimate of her character, maturity and readiness for college.

General Expectations

Candidates are expected to complete a four-year secondary school course. The program of studies providing the best background for college work includes English, languages and mathematics carried through most of the school years and, in addition, history and a laboratory science. A school program giving good preparation for study at Bryn Mawr would be as follows: English grammar, composition and literature through four years; at least three years of mathematics, with emphasis on basic algebraic, geometric and trigonometric concepts and deductive reasoning; three years of one modern or ancient language, or a good foundation in two languages; some work in history; and at least one course in a laboratory science, preferably biology, chemistry or physics. Elective subjects might be offered in, for example, art, music or computing to make up the total of 16 or more credits recommended for admission to the College.

Since school curricula vary widely, the College is fully aware that many applicants for admission will offer programs that differ from the one described above. The College will consider such applications, provided the students have maintained good records and continuity in the study of basic subjects.

Application

Bryn Mawr College accepts the Common Application with a required institutional supplement. The Common Application is available from the Bryn Mawr College Office of Admissions, high school guidance offices and through the Internet (see www.brynmawr.edu). The required Bryn Mawr College Common Application Supplement will be provided to applicants or can be downloaded from the College's Web site as well. A fee of $50 must accompany the application and is not refundable.

Admission Plans

Application to the first-year class may be made through one of three plans: Regular Admission, Fall Early Decision or Winter Early Decision. Applicants follow the same procedures, submit the same supporting materials and are evaluated by the same criteria under each plan.

Regular Admission Plan

The Regular Admission Plan is designed for those candidates who wish to keep open several different options for their undergraduate education throughout the admission process. Applications under this plan are accepted anytime before the January 15 deadline.

Fall and Winter Early-Decision Plans

The two early-decision plans are designed for candidates who have thoroughly and thoughtfully investigated Bryn Mawr and other colleges and found Bryn Mawr to be their unequivocal first choice. The Winter Early-Decision Plan differs from the Fall Early-Decision Plan only in recognizing that some candidates may arrive at a final choice of college later than others. Early-decision candidates under either plan may file regular applications at other colleges with the understanding that these applications will be withdrawn upon admission to Bryn Mawr. One benefit, however, of the early-decision plan is the reduction of cost, effort and anxiety inherent in multiple application procedures. Early-decision candidates who apply for financial aid will receive a financial-aid decision at the same time as the decision about admission. Any early-decision candidate who is not admitted through either the fall or winter plan and whose application is deferred to the Regular Admission Plan will be reconsidered without prejudice along with the regular admission candidates in the spring.

Timetables for the three plans are as follows.

Admission Plan Timetables

Fall Early Decision
Closing date for applications
and all supporting material November 15
Notification of candidates by December 15

Winter Early Decision
Closing date for applications
and all supporting materials January 1
Notification of candidates by January 31

Regular Admission
Closing date for applications
and all supporting materials January 15
Notification of candidates by mid-April

Entrance Tests

The Scholastic Aptitude Test (SAT I) and three SAT II tests of the College Entrance Examination Board are required of all candidates and should be taken as early as possible, but no later than January. If possible, SAT II tests should be taken in current subjects. Students should offer three of the one-hour tests: one in English and two in other subjects. The College recommends, but does not require, that one of the three tests be taken in a foreign language because a (recentered) score of 690 or above satisfies part of an A.B. degree requirement (see page 63 for details on language exemption). No special preparation, other than work well done in a good school, is required for successful performance on these tests.

Candidates are responsible for registering with the College Entrance Examination Board for the tests. Information about the tests, test centers, fees and dates may be obtained by writing to the College Board, P.O. Box 592, Princeton, New Jersey 08542-0592.

Students may submit the ACT of the American College Testing Program in lieu of the SAT I and SAT II tests. All tests must be completed by the January test date.

Interviews

An interview either at the College or with an alumna area representative is strongly recommended for all candidates. Interviews should be completed by the deadline of the plan under which the candidate is applying. Appointments for interviews and campus tours should be made in advance by writing or telephoning the Office of Admissions at (610) 526-5152. The Office of Admissions is open from 9 a.m. to 5 p.m. on weekdays. From September to January, the office is also open on Saturdays from 9 a.m. to 1 p.m. A student who is unable to visit the College may write to the Office of Admissions for the name and address of an alumna representative in her area.

Early Admission

Each year a few outstanding students enter the College after the junior year of high school. Students who wish to apply for early admission should plan to complete a senior English course before entrance to the College and should write to the director of admissions about application procedures. An interview, on campus or with an alumna area representative, is required of early admission candidates.

Deferred Entrance

A student admitted to the College may defer entrance to the freshman class for one year, provided that she writes to the director of admissions requesting deferred entrance by May 1, the Candidates' Reply Date.

Advanced Placement and Credit

Students who have carried advanced work in school and who have honor grades (5 in Art History, English, French, Government and Politics, History, Music Theory and Spanish; 4 and 5 in most other subjects) on the Advanced Placement Tests of the College Board may, after consultation with the dean and the departments concerned, be admitted to one or more advanced courses in the first year at the College. Bryn Mawr accepts advanced placement tests with honor grades in the relevant subjects as exempting the student from College requirements for the A.B. degree. With the approval of the dean and the departments concerned, one or more advanced placement tests with honor grades may be presented for credit. Students receiving six or more units of credit may apply for advanced standing. The advanced placement tests are given at College Board centers in May.

International Baccalaureates

Students who present the full International Baccalaureate with a score of 30 or better and honor scores in three higher-level exams (6 and 7 in English and History; 5, 6 and 7 in other subjects) normally receive one year's credit; those with a score of 35 or better, but with honor scores in fewer than three higher-level exams, receive two units of credit for each honor score in higher-level exams plus two for the exam as a whole; those with a score of less than 30 receive two units of credit for each honor score in a higher-level exam.

General Certificate of Education — Advanced Levels

Depending on their grades, students who present Advanced Levels on the General Certificate of Education may be given two units of credit for each subject. Up to a year's credit is often given for the French Baccalaureate, German Abitur and for similar diplomas, depending upon the quality of the examination results. Students may also consult the dean or the director of admissions about the advisability of taking placement tests given by the College during Customs Week, Bryn Mawr's orientation for new students.

Transfer Students

Each year a few students are admitted on transfer to the sophomore and junior classes. Successful transfer candidates have done excellent work at other colleges and universities and present strong high-school records that compare favorably with those of women entering Bryn Mawr as first-year students. Students who have failed to meet the prescribed standards of academic work or who have been put on probation, suspended or excluded from other colleges and universities will not be admitted under any circumstances.

Transfer candidates should file applications as early as possible but no later than March 15 for entrance in September, or no later than November 1 for the second semester of the year of entrance. Application forms and instructions may be requested from the director of admissions.

Transfer candidates are asked to submit official test reports from the College Board of the Scholastic Aptitude and Achievement Tests taken in high school. Those who have not previously taken these tests are required to take only the Scholastic Aptitude Test. Test registration information may be obtained from the College Board, P.O. Box 592, Princeton, New Jersey 08542-0592.

To qualify for the A.B. degree, students ordinarily should have completed a minimum of three years of full-time study at Bryn Mawr. Students transferring as juniors may be exempt from this requirement by approval of the dean, the major department chair and the Undergraduate Curriculum Committee.

International Students

Bryn Mawr welcomes applications from foreign citizens who have outstanding secondary school records and who meet university entrance requirements in their native countries. Application forms and instructions are available from the director of admissions. Applications from international students should be filed early in the year preceding entrance and must be completed by January 15. The application fee may be waived upon request.

Scholastic Aptitude Test

International student applicants are required to take the Scholastic Aptitude Test of the College Board. Achievement tests are recommended but not required. Test registration information may be obtained from the College Board, ATP, P.O. Box 6200, Princeton, New Jersey 08543-6200, U.S.A. Registration arrangements for students taking the tests abroad should be made at least two months prior to the scheduled testing date.

Test of English as a Foreign Language

International student applicants whose native language is not English must present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is required for all non-native speakers of English, unless they have studied for several years in an institution in which English is the sole medium of instruction. A score of 600 (or 250 on the computer-based TOEFL) is considered to be adequate. TOEFL registration information can be obtained by writing to TOEFL, P.O. Box 6151, Princeton, New Jersey 08543-6151, U.S.A.

Readmission After Withdrawal

A student who has withdrawn from the College is not automatically readmitted. She must request readmission and should consult her dean and the director of admissions concerning the procedure to be followed. Evidence of the student's ability to resume work at Bryn Mawr may be requested. Applications for readmission are reviewed twice during the year, in late February and in June. Students who file an application by February 1 are notified of the committee's decision in early March and may then enter the room draw by proxy. Those who file by June 1 are notified late in June.

Special Academic Programs

Bryn Mawr offers a number of programs for non-matriculated students. Information, application forms and instructions for applying to the following programs may be addressed by program name to Canwyll House, Bryn Mawr College, 101 North Merion Avenue, Bryn Mawr, PA 19010-2899.

Continuing-Education Students

The Continuing Education Program provides highly qualified women, men and high school students who do not wish to undertake a full college program leading to a degree the opportunity to take courses at Bryn Mawr College on a fee basis, prorated according to the tuition of the College, space and resources permitting. Continuing-education students may apply to take up to two courses per semester; they have the option of auditing courses or taking courses for credit. Alumnae/i who have received one or more degrees from Bryn Mawr (A.B., M.A., M.S.S., M.L.S.P. and/or Ph.D.) and women and men 60 years of age and older are entitled to take undergraduate courses at the College at a special rate. This rate applies only to continuing-education students and not to matriculated McBride Scholars. Continuing-education students are not eligible to receive financial aid from the College. For more information or an application, contact the Continuing Education Program office at (610) 526-6515.

McBride Scholars Program

The Katharine E. McBride Scholars Program serves women beyond the traditional college entry age who wish to earn an undergraduate degree at Bryn Mawr. The program admits women who have demonstrated talent, achievement and intelligence in various areas, including employment, volunteer activities and home or formal study. McBride Scholars are admitted directly as matriculated students.

Once admitted to the College, McBride scholars are subject to the residency rule, which requires that a student take a minimum of 24 course units while enrolled at Bryn Mawr. Exceptions will be made for students who transfer more than eight units from previous work. Such students may transfer up to 16 units and must then take

at least 16 units at Bryn Mawr. McBride Scholars may study on a part-time or full-time basis. Detailed information about the McBride Scholars Program is available from the Bryn Mawr College Office of Admissions.

Postbac Premedical Program

Women and men who hold bachelor's degrees but need additional undergraduate training before making initial application to schools of medicine, dentistry and veterinary medicine may apply to the Postbaccalaureate Premedical Program. The Postbac Program stresses intensive work in the sciences. It is designed primarily for students who are changing fields and who have not previously completed the premedical requirements. Applications are considered for admission in the summer or fall only. Applications should be submitted as early as possible because decisions are made on a rolling admissions basis. The Postbac Program is highly selective.

Consortial Medical School Program

Students enrolled in the Postbac Program may elect to apply early for provisional admission to an outstanding group of medical schools with which Bryn Mawr has a "consortial" arrangement. Students who are accepted at a medical school through the consortial process enter medical school in the September immediately following the completion of their postbaccalaureate year. Otherwise, students apply to medical school during the summer of the year they are completing the program.

The following are Bryn Mawr's "consortial" medical schools:

- Brown University School of Medicine
- Dartmouth Medical School
- George Washington University School of Medicine
- Jefferson Medical College
- MCP Hahnemann University School of Medicine
- Temple University School of Medicine
- University of Rochester Medical School
- State University of New York Downstate Medical Center College of Medicine
- SUNY Stony Brook School of Medicine.

Predental students enrolled in the Postbac Program may elect to apply for provisional acceptance into the University of Pennsylvania School of Dental Medicine. If provisionally accepted by the University of Pennsylvania School of Dental Medicine, the student is eligible to begin dental studies immediately following successful completion of the postbaccalaureate course of study.

Summer Courses

During Summer Sessions I and II, qualified women and men, including high school students, may take courses in the sciences, mathematics and intensive language studies in Russian and Japanese. Students may use these courses to fulfill undergraduate requirements or prepare for graduate study. The current summer-session calendar should be consulted for dates and course descriptions. Each course carries full academic credit.

Fees and Financial Aid

Fees and Financial Aid

Tuition

The tuition fee in 2002-03 for all undergraduate students, resident and non-resident, is $25,550 a year.

Summary of Fees and Expenses for 2002-03

Tuition	$25,550
Residence (room and board)	$8,970
College fee	$450

Other Fees

Laboratory fee (per lab per semester)	$35
Self-Government Association fee	$220
Continuing enrollment fee (per semester)	$250

Faced with rising costs affecting all parts of higher education, the College has had to raise tuition annually in recent years. Further increases may be expected.

Schedule of Payments

By registering for courses, students accept responsibility for the charges of the entire academic year, regardless of the method of payment. The College bills for each semester separately. The bill for the fall semester is sent in late June and is due August 1. The bill for the spring semester is sent in late November and is due January 2. A late fee is assessed for all accounts that are past due.

As a convenience to parents and students, the College currently offers a payment plan administered by an outside organization that enables monthly payment of all or part of annual fees in installments without interest charges. Payments for the plan commence prior to the beginning of the academic year. Information about the payment plan is available from the Comptroller's Office.

No student is permitted to attend classes or enter residence until payment of the College charges has been made each semester. No student may register at the beginning of a semester, graduate, receive a transcript, or participate in room draw until all accounts are paid, including the activities fee assessed by the student Self-Government Association officers. This fee covers class and hall dues and support for student organizations and clubs. All resident students are required to participate in the College meal plan.

Continuing Enrollment Fee

A fee of $250 per semester will be charged to all undergraduates who are studying at another institution during the academic year and who will transfer the credits earned to Bryn Mawr College, with the exception of students in the Junior Year Abroad Program.

Residence

Students are permitted to reserve a room during the spring semester for the succeeding academic year, prior to payment of room and board fees, if they intend to be in residence during that year. Those students who have reserved a room but decide, after June 15, to withdraw from the College or take a leave of absence are charged a fee of $500. This charge is billed to the student's account.

General Deposit

All entering students are required to make a deposit of $200. This deposit is applied to the student's tuition account.

Refund Policy

Written notice of intention to withdraw must be submitted to the student's dean. The date on which written notice is received (or the date on which the student signs a notice of withdrawal) is the official date of withdrawal. All students receiving financial aid must consult with the Financial Aid Office and the Comptroller's Office, including students who have received government-insured loans, such as loans guaranteed by state agencies and by the federal government to meet educational expenses for the current academic year. Bryn Mawr College's refund policies are in compliance with federal regulations.

Details on the federal calculation of refunds can be obtained from the assistant director of Financial Aid.

Financial Aid and Scholarships

The education of all students is subsidized by the College because their tuition and fees cover only part of the costs of instruction. To those students well qualified for education in the liberal arts and sciences but unable to meet the College fees, Bryn Mawr is able to offer further financial aid. Alumnae and friends of the College have built up endowments for scholarships; annual gifts from alumnae and other donors add to the amounts available each year. It is now possible to provide aid for more than 50 percent of the undergraduate students in the College. The value of the grants ranges from $2,000 and $30,000.

Initial requests for financial aid are reviewed by the Financial Aid Office and are judged on the basis of the student and her family's financial situation. Financial aid awarded at entrance is renewable throughout the student's four years at the College, assuming satisfactory progress toward the degree and continued financial eligibility. Application for renewal must be made annually. Bryn Mawr College subscribes to the principle that the amount of aid granted a student should be based upon financial eligibility. All applicants must submit the Free Application for Federal Student Aid (FAFSA) form. The CSS Profile form is

FAFSA and CSS Profile

required for all undergraduate students except those in the McBride Scholars Program and the Postbaccalaureate Premedical Program. When the total amount of aid needed has been determined, awards are made in the form of grants, loans and jobs.

Federal Perkins Loan Program

Bryn Mawr College administers two kinds of loan programs. The first consists of funds established through the generosity of alumnae and friends of the College, and the second is based on government funds made available through the Federal Perkins Loan program. Full descriptions can be found on page 328.

Federal Work-Study Program

Bryn Mawr participates in the Federal Work-Study Program established by the Economic Opportunity Act of 1964. This program provides funds for campus jobs for students who meet the federal eligibility requirements. Students interested in this program should consult the Financial Aid Office.

Bryn Mawr's financial-aid policies are described in greater detail in a brochure available upon request from the Financial Aid Office.

Applying for Financial Aid

Instructions on applying for financial aid are included in the Admissions Prospectus. Each candidate must file the CSS Profile (college code #2049) and the Free Application for Federal Student Aid (college I.D. #003237). These forms must be filed no later than January 15 of the student's final year in high school. Early Decision Plan applicants must submit the CSS Profile by November 15 for the Fall Early-Decision Plan, and by January 1 for the Winter Early-Decision Plan. Applications for financial aid for transfer students are due no later than March 1.

Renewal of Undergraduate Financial Aid

Application for the renewal of financial aid must be made annually. The renewal of the award depends on the student's maintaining satisfactory progress toward the degree and on her continued need for assistance. Adjustments can be made each year to reflect the changes in the financial situation of the student's family.

The necessary forms for renewal may be obtained in the Financial Aid Office and should be filed no later than April 15.

For a list of scholarship funds and prizes that support the awards made, see page 294. These funds are used to enhance Bryn Mawr's need-based financial aid program. They are not awarded separately. For a list of loan funds, see page 328.

The Academic Program

The Academic Program

The Bryn Mawr curriculum is designed to encourage breadth of learning and training in the fundamentals of scholarship in the first two years, and mature and sophisticated study in depth in a major program during the last two years. Its overall purpose is to challenge the student and prepare her for the lifelong pleasure and responsibility of educating herself and playing a responsible role in contemporary society. The curriculum encourages independence within a rigorous but flexible framework of divisional and major requirements and fosters self-recognition for individuals as members of diverse communities and constituencies.

The Bryn Mawr curriculum obtains further breadth through inter-institutional cooperation. Virtually all undergraduate courses and all major programs at Bryn Mawr and Haverford Colleges are open to students from both schools, greatly increasing the range of available subjects. With certain restrictions, full-time Bryn Mawr students may also take courses at Swarthmore College, the University of Pennsylvania and Villanova University during the academic year without payment of additional fees.

The Curriculum

Requirements for the A.B. Degree

For students who matriculated in the fall of 1998 or thereafter.

Students who matriculated with the classes of 1995-2001 from the fall of 1991 to January 1998 should consult the Requirements for the A.B. Degree on pages 52-54 of the Undergraduate College Catalog and Calendar 2000-01.

Thirty-two units of work are required for the A.B. degree. These must include:

- Two units of College Seminars.
- One course to meet the quantitative skills requirement.
- Work to demonstrate the required level of proficiency in foreign language.
- Six units to meet the divisional requirements.
- A major subject sequence.
- Elective units of work to complete an undergraduate program.

In addition, all students must complete eight half-semesters of physical education and must meet the residency requirement.

College Seminars Requirement

The aim of the College Seminars is to engage students in careful examination of fundamental issues and debates that can illustrate the choices we make in our daily lives. By encouraging critical

thinking, focused discussion and cogent writing, the seminars help prepare students for a modern world that demands perceptive understanding both within and outside of the frameworks of particular disciplines.

Each student must include in her program two units of College Seminars, the first to be taken in the first semester of the freshman year and the second before the end of the sophomore year. Students must attain a grade of 2.0 or higher in each seminar used to satisfy this requirement.

Foreign Language Requirement

Bryn Mawr recognizes the inherent intellectual value and fundamental societal importance of acquiring a level of proficiency in the use of one or more foreign languages. The study of foreign languages serves a number of convergent curricular and student interests, including the appreciation of cultural differences, a global perspective across academic disciplines, cognitive insights into the workings of language systems, and alternative models of perceiving and processing human experience.

Before the start of the senior year, each student must have demonstrated a knowledge of one foreign language by:

- Passing a proficiency test offered by the College every spring and fall *or*
- Attaining a score of at least 690 in a language achievement test of the College Entrance Examination Board, or by passing with an honor grade an Advanced Placement, IB or A-level test *or*
- Completing at the College two courses (two units) above the elementary level with an average grade of at least 2.0 or a grade of at least 2.0 in the second course *or*
- For a non-native speaker of English, two semesters of College Seminars.

Quantitative Requirement

Before the start of the senior year, each student must have demonstrated competence in college-level mathematics or quantitative skills by:

- Passing with an honor grade an Advanced Placement, IB or A-level examination in mathematics *or*
- Passing one course with a grade of at least 2.0 from those designated with a "Q" in the *Course Guide.*

For students in the classes of 2002-2005, the course or examination used to fulfill the quantitative requirement may not also be counted toward any other requirement. For students who matriculate in the fall of 2002 with the class of 2006, a course used to fulfill the quantitative requirement may also be counted toward

divisional requirements, so long as that course is identified as Q and Division I, II or III in the *Course Guide*.

Developing Quantitative Literacy

The purpose of the quantitative requirement is to provide the Bryn Mawr graduate with the competence to evaluate and manage the wide array of information underlying many of the decisions she will make as a member of society and in her personal life. The range of potentially useful quantitative skills is extensive and cannot be covered by any individual course. However, a single course can give the student an appreciation of the value of quantitative analysis as well as increase the facility and confidence with which she uses quantitative skills in her later academic, professional and private roles.

A course meeting the quantitative requirement will provide the student with the skills to estimate and check answers to quantitative problems in order to determine reasonableness, identify alternatives and select optimal results. It will also provide her with a recognition that mathematical and statistical tools have limits. Such a course is designed to help students develop a coherent set of quantitative skills that become progressively more sophisticated and can be transferred to other contexts. In all cases, courses meeting the quantitative requirement will have rigor consistent with the academic standards of the department(s) in which they are located.

Divisional Requirements

The goal of the divisional requirements is to increase the breadth and variety of the student's intellectual experience at the College. The divisions represented in these requirements describe not only different portions of human experience, but also characteristic methods of approach. Although any division of knowledge is imperfect, the current divisions — social sciences, the natural sciences and mathematics, and the humanities — have the advantage of being specific while still broad enough to allow the student a good deal of flexibility in planning her coursework.

Social Sciences

The social sciences are concerned with human social behavior; the motivations, institutions and processes that shape this behavior; and the outcomes of this behavior for different groups and individuals. The areas of social-sciences inquiry include such wide-ranging topics as policy-making, cultural change, revolutions, poverty and wealth, generational conflict and international relations. The social sciences disciplines provide the student with a set of theoretical frameworks with which to organize her analysis of these substantive areas, and a set of methodological tools with which to test empirically — in the uncontrolled laboratory of the real world — the hypotheses that these frameworks generate.

Natural Sciences and Mathematics

Knowledge of the physical world is a fundamental part of human experience; understanding the workings of nature is essential to our lives. To achieve this understanding, the student should be familiar with the concepts and techniques of the natural sciences as well as mathematics, the language of science. This understanding must go beyond a knowledge of scientific facts to include a facility with the scientific method and the techniques of scientific inquiry, logical reasoning and clear exposition of results.

Humanities

In humanities coursework, the student creates and interprets many different kinds of artifacts, compositions, monuments and texts that are and have been valued by human cultures here and throughout the world. The humanities encompass the histories, philosophies, religions and arts of different cultural groups, as well as the various theoretical and practical modes of their investigation and evaluation.

Before the start of the senior year, each student must have completed, with a grade of 2.0 or higher, two courses in the social sciences (Division I), two courses in the natural sciences and mathematics (Division II), and two courses in the humanities (Division III). Courses satisfying this requirement are marked "I", "II" or "III" in the *Course Guide*. Courses identified as interdivisional, e.g. "I or III," may be used by a student to satisfy either one — but not both — of the appropriate divisional requirements; but only one of the two courses used to satisfy any divisional requirement may be such an interdivisional course.

At least one required course in Division II must be a laboratory course, designated "IIL" in the *Course Guide*. Performance or studio courses in the Arts Program may be used to fulfill one of the two course requirements in the humanities. A student may not use courses in her major subject to satisfy requirements in more than one division, unless the courses are cross-listed in other departments. Courses taken to satisfy the College Seminars requirement will not be counted as fulfilling divisional requirements. Only one of the two courses used to satisfy any divisional requirement may be fulfilled by tests such as the Advanced Placement, IB or A levels taken on work done before entering Bryn Mawr.

The Major

In order to ensure that the student's education involves not simply exposure to many ideas and disciplines but development of competence and some degree of mastery in at least one, she must choose an area to be the focus of her work in the last two years at the College.

Each student must declare her major subject before the end of the sophomore year by consulting with the departmental adviser with she completes a major work plan that she then submits to her dean.

No student may choose to major in a subject in which she has incurred a failure, or in which her average is below 2.0.

A student may double major with the consent of both major departments and of her dean, but she should expect to complete all requirements for both major subjects.

Majoring at Haverford College

Students may choose to major in any department at Haverford College, in which case they must meet the major requirements of Haverford College and the degree requirements of Bryn Mawr College. Procedures for selecting a Haverford major are available from the Haverford Dean's Office at all times and are sent to all sophomores in the early spring. Permission of the Haverford dean is required for a double major that includes a Haverford department.

Minimum Grades for Major Courses

Every student working for an A.B. degree is expected to maintain grades of 2.0 or higher in all courses in her major subject. A student who receives a grade below 2.0 in a course in her major is reported to the Undergraduate Council and may be required to change her major. If, at the end of her junior year, a student has a major-subject average below 2.0, she must change her major. If she has no alternative major, she will be excluded from the College. A student who is excluded from the College is not eligible for readmission. A student whose numerical grade average in her major remains above 2.0 but whose work has deteriorated may also be required to change her major.

Special Major Options

A student with unusual interest or preparation in several areas can consider an independent major, a double major, a major with a strong minor or a concentration involving work in several departments built around one major as a core. Such programs can be arranged by consulting the dean and members of the departments concerned.

Honors in the Major

Each department sets its own standards and criteria for honors in the major, with the approval of the Curriculum Committee. Students should see departments for details.

Independent Major Program

The Independent Major Program is designed for students whose interests cannot be accommodated by an established departmental or interdepartmental major. An independent major is a rigorous, coherent and structured plan of study — from introductory through advanced work in a recognized field within the liberal arts —

constructed largely from courses offered at Bryn Mawr and Haverford Colleges.

Students interested in the Independent Major Program should attend the informational teas and meet with Associate Dean Judy Balthazar in the fall of their sophomore year. In designing an independent major, students must enlist two faculty members to serve as sponsors. One, who acts as director of the program, must be a member of the Bryn Mawr faculty; the other may be a member of either the Bryn Mawr or Haverford faculty. To propose an independent major, students must submit completed applications by the end of the fourth week of classes in the spring of their sophomore year or, for junior transfer students, by the end of the fourth week of classes in the fall of their junior year.

Applying for an Independent Major

The application for an independent major consists of:

- A proposal developed with the advice of the sponsors describing the student's reasons for designing the independent major and explaining why her interests cannot be accommodated by a related departmental or interdepartmental major.
- An independent major work plan of 11 to 14 courses, at least seven of which must be taken at Bryn Mawr or Haverford. The plan will include up to two courses at the 100 level and at least four at the 300 or 400 level, including at least one semester of a senior project or thesis (403).
- Supporting letters from the two faculty sponsors, discussing the academic merits of the independent major work plan and the student's ability to complete it.
- A letter from the student's dean regarding her maturity and independence.
- A copy of the student's transcript.

Independent Majors Committee

The Independent Majors Committee, composed of four faculty members, two students and one dean, evaluates the proposals on a case-by-case basis. Their decisions are final. The fact that a particular topic was approved in the past is no guarantee that it will be approved again. The Committee considers the following issues:

- Is the proposed independent major appropriate within the context of a liberal arts college?
- Could the proposed independent major be accommodated instead by an established major?
- Are the proposed courses expected to be offered over the next two years?
- Will faculty members be available for consistent and good advising?

- Does the student's record indicate likely success in the proposed independent major?

If the Committee approves the proposed major and its title, the student declares an independent major. The Committee continues to monitor the progress of students who have declared independent majors and must approve, along with the sponsors, any changes in the program. A grade of 2.0 or higher is required for all courses in the independent major. If this standard is not met, the student must change immediately to a departmental major.

Minors and Concentrations

Many departments, but not all, offer a minor. Students should see departmental entries for details. The minor is not required for the A.B. degree. A minor usually consists of six units, with specific requirements to be determined by the department. If a course taken under the Credit/No Credit (CR/NC) or Haverford College's No Numerical Grade (NNG) option (see below, page 69) subsequently becomes part of a student's minor, the grade is not converted to its numerical equivalent. There is no required average for a minor.

Minors are also available in several programs that do not offer majors: Africana Studies, Computer Science, Creative Writing, Dance, Education, Hebrew and Judaic Studies, and Theater Studies. Concentrations are available in Creative Writing, East Asian Studies, Environmental Studies, Feminist and Gender Studies, Hispanic and Hispanic-American Studies, International Economic Relations, Neural and Behavioral Sciences, and Peace and Conflict Studies. See Curricular Options (page 17) and Areas of Study (page 86) for additional information on these courses and programs.

Physical Education

Throughout its history, the College has been committed to developing excellence. The Department of Athletics and Physical Education affirms the College's mission by offering a variety of opportunities to promote self-awareness, confidence and the development of skills and habits that contribute to a healthy lifestyle. The College's comprehensive program includes competitive intercollegiate athletics, diverse physical education and wellness curricula, and leisure and recreational programs designed to enhance the quality of life for the broader campus community.

All students must complete eight credits in physical education and successfully complete a swim-proficiency test. Semester and half-semester courses are offered in dance, aquatics, individual

sports, team sports, outdoor recreation, wellness and fitness. Physical-education credit is awarded for participation on intercollegiate teams, rugby, equestrian and ultimate frisbee club teams. Students may earn up to two credits in physical education for pre-approved independent study. Students are encouraged to complete the requirement by the conclusion of their sophomore year.

Residency

Each student must complete a minimum of 24 academic units while in residence at Bryn Mawr. These may include courses taken at Haverford and Swarthmore Colleges and the University of Pennsylvania during the academic year. The senior year must be spent in residence. Students who have spent the junior year away from the College must complete eight units during the senior year. Students do not normally spend more than the equivalent of four years completing the work of the A.B. degree. Exceptions to this requirement for transfer students entering as juniors are considered at the time of transfer application.

Exceptions

All requests for exceptions to the above regulations are presented to the Curriculum Committee for approval. Normally, a student consults her dean and prepares a written statement to submit to the committee; a student may, in unusual cases, request permission to appear before the committee.

Academic Regulations

Registration

Each semester all Bryn Mawr students pre-register for the next semester's courses with the deans. Failure to pre-register results in a $15 fine. Once a student has selected a major, she must also consult her major adviser about her program each semester. Students must then confirm their registration with the deans and submit their final programs to the registrar on the announced days at the beginning of each semester. Failure to confirm registration results in a $25 fine.

Normal Course Load

Students normally carry a complete program of four courses (four units) each semester. Requests for exceptions must be presented to the student's dean. Students may not register for more than five courses (five units) per semester. Requests for more than five units are presented to the Curriculum Committee for approval.

Registration Options

A student may take four units over four years, not more than one in any semester, under the Credit/No Credit (CR/NC) or Haverford College's No Numerical Grade (NNG) option. Transfer students may take one CR/NC unit for each year they spend at Bryn Mawr.

Credit-No Credit Option

A student registered for a course under either option is considered a regular member of the class and must meet all the academic commitments of the course on schedule. The instructor is not notified of the student's CR/NC or NNG registration because this information should in no way affect the student's responsibilities in the course.

A student may not elect both the CR/NC and NNG option in the same semester. A student registered for five courses is not permitted a second CR/NC or NNG registration.

Faculty members submit numerical grades for all students in their courses. For students registered CR/NC, the registrar converts the numerical grades of 1.0 and above to CR and the grade of 0.0 to NC for recording on the students' official transcripts. Numerical equivalents of CR grades are available to each student from the registrar, but once the CR/NC option is elected, the grade is converted to its numerical equivalent on the transcript *only* if the course becomes part of the student's major.

The grade submitted by the faculty member is not factored into the student's grade point average. However, that grade is taken into consideration when determining the student's eligibility for *magna cum laude* and *summa cum laude* distinctions (see page 76).

No course in the major subject may be taken under this option.

For students who matriculate during or after the fall of 1998, a grade of 2.0 is required to meet the College Seminar, quantitative and divisional requirements, even though the grade may be covered with a CR. Similarly, any student may elect to take a course to complete the language requirement under the CR/NC option, but when grades of 2.0 or averages of 2.0 are required, that requirement must be met. The registrar monitors completion of requirements.

For regulations concerning the NNG option, see the Haverford College Academic Regulations.

Students wishing to take a course CR/NC must sign the registrar's register by the end of the third week of classes. *No student is permitted to sign up for CR/NC after that time.* Students who wish to register for CR/NC for year-long courses in which grades are given at the end of each semester must register CR/NC in each semester because CR/NC registration does not automatically continue into the second semester in those courses. Haverford students taking Bryn Mawr courses must register for CR/NC at the Haverford Registrar's Office.

Year-Long Courses

A few courses, including all introductory languages, are designed as year-long, two-semester sequences. In these courses students must complete the second semester in order to earn credit

for both semesters. Students must have the permission of the professor to receive credit for only one semester of a year-long course. *Credit is not given for one semester of an introductory language course, although the grade is included in the grade point average. Courses to which this rule applies are so designated in each department's course lists.*

Some courses, including many introductory level survey courses, are designed as two-semester sequences, but students may take either semester without the other and receive credit for the course.

Half-Credit Courses

Half-credit courses may be taken for credit at Bryn Mawr, Haverford, Swarthmore and the University of Pennsylvania. Bryn Mawr does not permit half-credit registration for the lecture or the laboratory portion of any course that normally includes both. Exceptions to this rule are made by the Curriculum Committee.

Independent Study

Most departments allow students to pursue independent study as supervised work, provided that a professor agrees to supervise the work. Students pursuing independent study usually register for a course in that department numbered 403 and entitled Supervised Work, unless the department has another numerical designation for independent study. Students should consult with their deans if there are any questions regarding supervised work.

Auditing Courses

Students may audit courses with the permission of the instructor. There are no extra charges for audited courses, and they are not listed on the transcript. Students may not register to take the course for credit after the stated date for Confirmation of Registration.

Limited Enrollment

Some courses are designated as limited enrollment in the course guide. The course guide provides details about restrictions. If consent of the instructor is required, the student is responsible for securing permission. If course size is limited, the final course list is determined by lottery. Students who have preregistered are given preference for inclusion in the lottery, but only those present on the first day of class to sign a list circulated by the instructor are considered.

Dropping a Fifth Course

Students who confirm their registration for five courses may drop one course through the third week of the semester. After the third week, students taking five courses are held to the same standards and calendars as students enrolled in four courses.

Withdrawals

No student may withdraw from a course after Confirmation of Registration, unless it is a fifth course dropped as described above. Exceptions to this regulation may be made jointly by the instructor and the appropriate dean only in cases when the student's ability to

complete the course is seriously impaired due to unforeseen circumstances beyond her control.

Cooperation with Neighboring Institutions

Full-time students at Bryn Mawr may register for courses at Haverford, Swarthmore and the University of Pennsylvania during the academic year without payment of additional fees according to the procedures outlined below. This arrangement does not apply to summer schools. Credit toward the Bryn Mawr degree (including the residency requirement) is granted for such courses with the approval of the student's dean, and grades are included in the calculation of the grade point average. Bryn Mawr also has a limited exchange program with Villanova University.

Haverford College

Students register for Haverford courses in exactly the same manner as for Bryn Mawr courses, but students who register for Haverford courses that are limited in enrollment must follow Haverford procedures as described in the *Course Guide*.

Swarthmore College

To register for a Swarthmore course, a student must take a note of permission from her dean to Parrish Hall at Swarthmore and return it, with the Swarthmore Registrar's signature, to the Bryn Mawr Registrar. She must also secure the instructor's permission.

University of Pennsylvania

Bryn Mawr students may register for up to two liberal arts courses a semester at the University of Pennsylvania, on a space-available basis, provided that the course is not regularly offered at Bryn Mawr or Haverford. Scheduling problems are not considered an adequate reason for seeking admission to a course at Penn.

Not all courses offered at Penn are acceptable for credit toward the A.B. degree at Bryn Mawr. Students are responsible for determining that the courses they wish to take are acceptable for credit toward their degrees and should consult their deans before registering for courses at Penn.

In order to register for a course at Penn the student should consult the Penn course guide, take a note of permission from her dean to the College of General Studies at Penn and obtain a permit stamp from the relevant school or department at Penn. The Penn course guide and notes of permission are available in the Dean's Office.

If the Penn course guide indicates that permission of the instructor is required for enrollment in a course, the student is responsible for securing this permission. Bryn Mawr students may not register for courses at Penn until the first week of each semester and must meet all Penn deadlines for dropping and adding courses. It is the student's responsibility to make arrangements for variations in academic calendars. Students should consult their deans if

they have any questions about Penn courses or registration procedures.

Villanova University

Bryn Mawr juniors and seniors may take one course per semester in the College of Arts and Sciences at Villanova University on a space-available basis, provided that the course is not offered at Bryn Mawr or Haverford. If the course is fully enrolled, Bryn Mawr students can be admitted only with the permission of the Villanova instructor. This exchange is limited to superior students for work in their major or in an allied field; students must have permission of both their major adviser and their dean.

Courses at Villanova may be taken only for full grade and credit; Bryn Mawr students may not elect Villanova's pass/fail option for a Villanova course. Credits earned at Villanova are treated as transfer credits; the grades are not included in the student's grade point average, and these courses do not count toward the residency requirement.

In order to register for a course at Villanova, the student should consult the Villanova course guide, available in the Dean's Office, and obtain a registration form to be signed by her major adviser and returned to the Dean's Office. The Dean's Office forwards all registration information to Villanova; students do not register at Villanova. Students enrolled in a course at Villanova are subject to Villanova's regulations and must meet all Villanova deadlines regarding dropping/adding, withdrawal and completion of work. It is the student's responsibility to make arrangements for variations in academic calendars. Students should consult their deans if they have any questions about Villanova courses or registration procedures.

Conduct of Courses

Regular attendance at classes is expected. Responsibility for attendance, and for learning the instructor's standards for attendance, rests solely with each student. Absences for illness or other urgent reasons are excused, and it is the student's responsibility to contact her instructors and dean. The student should consult her instructors about making up the work. If it seems probable to the dean that a student's work may be seriously handicapped by the length of her absence, the dean may require the student to withdraw from one or more courses.

Quizzes and Examinations

Announced quizzes — written tests of an hour or less — are given at intervals throughout most courses. The number of quizzes and their length are determined by the instructor. Unannounced quizzes

may also be included in the work of any course. If a student is absent without previous excuse from a quiz, she may be penalized at the discretion of the instructor. The weight is decided by the instructor. If a student has been excused from a quiz because of illness or some other emergency, a make-up quiz is often arranged.

Final Examinations

An examination is required of all students in undergraduate courses, except when the work for the course is satisfactorily tested by other means. If a student fails to appear at the proper time for a self-scheduled, scheduled or deferred examination, or fails to return a take-home exam, she is counted as having failed the examination.

Deferred Examinations

A student may have an examination deferred by her dean only in the case of illness or some other emergency. When the deferral means postponement to a date after the conclusion of the examination period, she must take the examination at the next Deferred Examination Period.

Deadlines, Extensions and Incompletes for Written Work

Within the semester, the instructor in each course is responsible for setting the date when all written reports, essays, critical papers and laboratory reports are due. The instructor may grant permission for extensions within the semester; the written permission of the dean is not required, although instructors may ask students to inform their dean of the extension or may themselves inform the dean that they have granted an extension.

All essays and written reports in any course must be submitted to the instructor no later than the last day of classes in each semester. In special cases when a student has been prevented from completing her work due to circumstances beyond her control, with the joint written permission of the instructor and her dean, the date for handing in a piece of written work may be extended beyond the last day of classes, and the date for handing in a paper in lieu of examination may be extended beyond the examination period. In these cases, the student must request an extension slip from her dean, take it to the instructor for approval and signature, and return it to her dean.

When written extensions are submitted to the registrar by the student's dean, the instructor submits a grade of Incomplete, which is temporarily recorded on the transcript. If the student does not meet the date set in her extension, and does not request and receive a further extension, the instructor is required to submit a final grade. When official extensions are not received by the registrar from the dean, and the instructor submits a grade of Incomplete or fails to submit a grade, that grade is temporarily recorded on the transcript as an Unauthorized Incomplete. No grade, except a

failure, can be recorded in place of an Unauthorized Incomplete without an extension or other appropriate action taken jointly by the student's dean and instructor.

Senior Deadlines

Seniors must submit all written work at least 48 hours before the time senior grades are due in the Office of the Registrar. Extensions beyond that date cannot be granted to any senior who expects to graduate that year.

Dates

Specific dates for all deadlines are published and circulated by the registrar. It is the student's responsibility to inform herself of these dates.

GRADING SYSTEM

Grading Scale	Letter Grade Equivalent	Explanation
4.0	A	MERIT: Merit grades range from 4.0
3.7	A-	(outstanding) to 2.0 (satisfactory).
3.3	B+	Courses in which students earn merit
3.0	B	grades can be used to satisfy the
2.7	B-	major and curricular requirements.
2.3	C+	
2.0	C	
1.7	C-	PASSING
1.3	D+	
1.0	D	
0.0	F	FAILING

Changes of Grades

Changes of grades that have been entered on the transcript are made only by vote of the faculty at faculty meetings. The request to the faculty is made by the instructor. Students who have questions about grades should direct them to the instructor.

Merit Rule

A student must attain grades of 2.0 or higher in at least one-half of the total number of courses taken while at Bryn Mawr. She may be excluded from the College at the close of any semester in which she has failed to meet this requirement and is automatically excluded if more than one-half of her work falls below 2.0 at the close of her junior year. A student who is excluded from the College is not eligible for readmission.

Standard of Work in the Major Subject

Every student working for an A.B. degree is expected to maintain grades of 2.0 or higher in all courses in her major subject. No student may choose as her major subject one in which she has received a grade below 1.0 or one in which her average is below 2.0.

A student receiving a grade below 2.0 in any course in her major subject (including a course taken at another institution) is reported

to the Undergraduate Council and may be required to change her major.

At the end of the junior year, a student having a major subject average below 2.0 must change her major. If she has no alternative major, she is excluded from the College and is not eligible for readmission.

Undergraduate Council

The Undergraduate Council reviews the records of all students whose work has failed to meet the academic standards of the College. A student's record is brought to the attention of the council when she has incurred a failure or NC following a previous failure or NC, or when her work has failed to meet either the general standards embodied in the Merit Rule or the specific standards in the major subject. The Undergraduate Council also reviews the record of any student whose work has seriously deteriorated.

A student whose record is brought before the council has a consultation with her dean and receives a letter specifying the standards she must meet by the end of the following semester. A student whose record has been reviewed by the council is put on probation the following semester, or the semester of her return if she has been asked to withdraw, and may be required to meet regularly with her dean. Faculty members are requested to submit mid-semester reports for students whose work has been unsatisfactory. Students who meet the standards specified by the council during the semester on probation are then no longer on probation.

Any student whose record is reviewed by the council may be required to withdraw from the College and present evidence that she can do satisfactory work before being readmitted. The council may also recommend to the president that the student be excluded from the College. An excluded student is not eligible for readmission to the College.

Distinctions

The A.B. degree may be conferred *cum laude*, *magna cum laude*, and *summa cum laude.*

In calculating the grade point average, grades behind CR, NC or NNG are *not* included. Summer school grades from Bryn Mawr earned on this campus *are* included, as are summer school grades from Avignon and Florence. No other summer school grades are included. Term-time grades from Haverford College, Swarthmore College and the University of Pennsylvania earned on the exchange *are* included. Term-time grades transferred from other institutions are *not* included.

In calculating the grade point average, grades behind CR, NC or NNG *are* included. Summer school and term-time grades are included or not, as for *cum laude.*

The degree is awarded *summa cum laude* to the 10 students with the highest grade point average in the class, providing they are 3.80 or higher. Grades behind CR, NC or NNG *are* included. Summer school and term-time grades are included or not, as for *cum laude.*

Credit for Work Done Elsewhere

All requests for transfer credit must be approved by the Transfer Credit Committee. Credit may be transferred for liberal arts courses taken at accredited four-year colleges and universities, provided that the student earns grades of 2.0 or C (C- grades are not acceptable for transfer credit) or better in these courses. Work done at approved foreign institutions is also accepted for transfer credit; in cases where numerical or letter grades are not given, the Transfer Credit Committee considers written evaluations of the student's work to determine whether she has earned the equivalent of at least 2.0 grades for this work. Grades earned in courses accepted for transfer credit are not included in the grade point average.

Transfer Credit Committee

A student wishing transfer credit must submit an official transcript to the registrar. A student who wishes to meet College requirements (such as the College Seminars, quantitative, language or divisional requirements) at Bryn Mawr with courses taken elsewhere must obtain approval from her dean or the registrar. In some cases, the student may be asked to obtain the approval of the appropriate department.

Calculation of Credit

Credit is calculated on an hour-for-hour basis. Four semester hours are the equivalent of one unit of credit. Students taking a semester or year of coursework away from Bryn Mawr must take the normal full-time course load at the institution they are attending in order to receive a semester (four units) or a year (eight units) of transfer credit. Usually 15 or 16 semester hours, or between 22 and 24 quarter hours, is the equivalent of four units at Bryn Mawr; between 30 and 32 semester hours, or 45 and 48 quarter hours, is the equivalent of eight units at Bryn Mawr. Students who complete less than a full-time program with grades of at least 2.0 or C receive proportionally less transfer credit.

A student who wishes to spend a semester or a year away from Bryn Mawr as a full-time student at another institution in the United States should have the institution and her program approved in advance by her dean, major adviser and other appropriate departments. A student who plans foreign study needs the approval of the Foreign Study Committee in addition to that of her dean, major adviser and other appropriate departments.

Students who transfer to Bryn Mawr from another institution may transfer a total of eight units. Exceptions to this rule for second-semester sophomores and for juniors are considered at the time of the student's transfer application.

Students may use work that is not transferred for credit to satisfy College requirements, provided that such work would meet the standards for transfer credit.

Summer School

A student who wishes to present summer school work for credit must obtain advance approval of her plans from her dean and must submit an official transcript to the registrar. No credit is given for a course graded below 2.0 or C (C- grades are not acceptable). Credit is calculated as closely as possible on an hour-for-hour basis. A total of no more than four units earned in summer school may be counted toward the degree; of these, no more than two units may be earned in any one summer.

Credit for College Work Done Before Graduation from Secondary School

Students may receive no more than two units of transfer credit for courses taken prior to graduation from secondary school, provided that these courses were not counted toward secondary school graduation requirements. Requests for transfer credit for work done prior to secondary school graduation are subject to the same provisions and procedures as all other requests for transfer credit.

Departure from the College

Every student who leaves Bryn Mawr prior to graduation must see her dean and complete a Notice of Departure. For a student departing during the academic year, some fees may be refundable. The specific dates of the refund schedule are published annually and are available in the Office of the Comptroller. For resident students, the date of departure is the date on which keys are returned to the Office of Public Safety. The comptroller does not calculate a refund until notice is received that keys have been returned.

Academic Leave of Absence

A student who is in good academic standing at the College may apply to her dean for a leave of absence. (A student who loses her good standing after having been granted a leave of absence will normally be required to change her status to "withdrawn.") A leave may be requested for one or two semesters and, once approved, reinstatement is granted contingent on residential space available at the time a student wishes to return to the College. Application should be made in writing by June 15 of the academic year preceding the requested leave (or November 15 for a second-semester leave). The deans and members of the student's major department review any questions raised by the student or her dean regarding the approval of leave. A student should confirm her date

of return, by letter to her dean, by March 1 preceding return for the fall semester and by December 1 for return in the spring semester.

Extending Leaves of Absence

A student may extend her leave of absence for one additional semester beyond the originally agreed upon date of return, with her dean's permission. Application must be made in writing by June 15 of the academic year preceding the requested extension (or by November 1 for a second-semester extension). A student who does not return after a leave without permission for an extension, or who does not return after an extension of leave, is withdrawn from the College and must apply for readmission.

For academic regulations on medical and psychological leaves, see page 36.

Required Withdrawal

A student whose behavior disrupts either the normal conduct of academic affairs or the conduct of life in the residence halls may be asked to withdraw by the Dean of the Undergraduate College, in consultation with the student's dean and, if appropriate, the chair of the student's major department. If the student wishes to appeal the decision, a committee consisting of three faculty members from the Undergraduate Council, the president of the Self-Government Association and the head of Honor Board hears the student, the dean and, when appropriate, the student's department chair. The committee makes its recommendations to the president of the College; the president's decision is binding. In cases of required withdrawal, no fees are refunded.

Applying for Readmission

Students who withdraw, whether by choice or as a result of the above procedures, must apply for readmission if they wish to return. Students who wish to return from withdrawal should request an application for readmission from their dean. Students must submit their readmission application and all supporting documents no later than July 1 (for return in the fall) or November 15 (for return in the spring).

Academic Regulations at Neighboring Institutions

Bryn Mawr students in Haverford courses are subject to Haverford regulations as applied and interpreted by the Haverford deans. For the purposes of these regulations, a course is defined as a Haverford or Bryn Mawr course solely on the basis of its designation in the course list ("B" for Bryn Mawr and "H" for Haverford), not the campus on which it is taught.

Bryn Mawr students enrolled in courses at Swarthmore, the University of Pennsylvania or by special agreement with other institutions are subject to the regulations of these institutions. It is the student's responsibility to inform herself about these regulations.

College Seminars

Coordinator:
Linda Caruso-Haviland

Steering Committee:
Carol L. Bernstein
Jane Caplan
Alison Cook-Sather
Michelle M. Francl
Paul Grobstein
Gail C. Hemmeter
Joseph E. Kramer
George S. Pahomov
Stephen G. Salkever

For a description of the College Seminar Program, see page 15.
Seminars offered in recent years include:

COLLEGE SEMINAR I

The Dance of the Spheres: The Interplay Between the Arts and the Sciences in the Search for Knowledge
Using models and experiences from the sciences, arts and literature, this course explores the varied and often unexpected interplay of different ways of knowing that have come to characterize the Western intellectual tradition. Among the questions to be considered: how do we as individuals and as cultures grow in our knowledge of ourselves and the universe; how do the ways of knowing that we construct affect what we know; are all ways of knowing created equal?

Female or Male: What Difference Does It Make?
What does it mean to be male or female? Starting with a biological perspective on the question, the course looks at various ways in which maleness and femaleness are (or have been supposed to be) played out in the cognitive, emotional and moral behavior of boys and girls, men and women.

Higher Education
Consideration of a variety of theoretical and personal accounts of the central questions of our own enterprise: What different things can we mean by "education?" Why a college education? For whom? For what?

Human Understanding in a Material World
A consideration of the similarities, complementarities and differences between scientific and literary perspectives on the human condition, with a focus on such questions as the nature of truth and

reality, and the relation between physical reality and the pictures of it generated by the human mind.

Ideas of Culture
A consideration of various ways of talking about cultures — travelers' accounts, ethnographies, discussions of high and low culture, urban cultures and the meaning of culture in an age of multiculturalism.

Religion and Public Life in America
An examination of a variety of answers to the question, "What should be the relationship between religion and politics?" with primary reference to the contemporary United States. What can we make of the coming together of a multiplicity of religious communities within a political order apparently based on Enlightenment rationality?

Technology and Culture
An exploration of several approaches — fictional, historical and scientific — to understanding and evaluating the complex relationship of technology and modern culture.

College Seminar II

Finding the Bias: Tracing the Self Across Contexts
A variety of literary, historical and analytic texts are used to explore the problem of "finding a bias," of developing a critical perspective and crafting a self within the context of the various facts, ideas, experiences and relationships that set the terms of our identities.

We Live Here: Humans and the Environment
All human activities have environmental impacts, and all attempts to protect the natural environment have human consequences. This seminar examines different human ways of seeing the natural environment, paying particular attention to the challenges faced when we try to balance environmental goals with a variety of human needs.

Understanding, Proof and the Limits of Knowledge
What do we know? How can we be sure that we know it and how can we convince others? Are there limits to what we know? Is there (or should there be) such a thing as forbidden knowledge? This seminar explores these questions and our responses to them in texts of several genres from antiquity to the present. Problems addressed include: the nature and value of evidence; whether there is such a thing as objective knowledge; the perceived dangers and benefits of knowledge, both to its possessors and to those around them in times of societal and technological change.

Praxis Program

Coordinator:
James A. Martin

Praxis Field Placement Coordinator:
Nell Anderson

The following descriptions are intended as guidelines and may be tailored to suit individual situations. Praxis-style courses taken at other institutions are subject to prior approval by the Praxis Office and faculty supervisor. For a description of the Praxis Program, see page 15.

Praxis I — Departmental Courses

A Praxis I Departmental Course uses fieldwork as a form of experiential learning to enrich the study and understanding of a single disciplinary topic. Fieldwork typically constitutes 25 percent of total coursework assigned. Students typically complete one 2-4 hour fieldsite visit a week. Students are eligible for Praxis I courses according to departmental guidelines.

Praxis II — Inter-departmental Seminar

A Praxis II Interdepartmental Seminar is a multidisciplinary course combining more substantial fieldwork with an academic focus on a central topic (e.g., geographic location, historical period, social issue, etc.) studied from several disciplinary perspectives. Fieldwork typically constitutes 50 percent of total coursework assigned. Students typically complete two 2-4 hour fieldsite visits a week. Praxis II courses are available to sophomore and higher-level students who are in good academic standing.

Praxis III — Independent Study

A Praxis III Independent Study places fieldwork at the center of a supervised learning experience. Fieldwork is supported by appropriate readings and regular meetings with a faculty member who must agree in advance to supervise the project. Faculty are not obligated to supervise Praxis III courses and may decline. Only a small percentage of students will take advantage of the Praxis III option, and departments may limit the number of Praxis III courses that a faculty member may supervise.

Students who plan to undertake a Praxis III Independent Study must submit a proposed learning plan at preregistration. The learning plan describes the student's project, all stipulated work and a proposed fieldsite. The plan must be completed in consultation with a supervising faculty member and approved by a Praxis field-placement coordinator. Students are encouraged to visit the Praxis Office to discuss possible field placements, although they are not discouraged from developing their own fieldsites.

Fieldwork typically constitutes 75 percent of total coursework assigned, with students typically completing three 3-4 hour field-site visits a week. Praxis III courses are available to sophomore and higher-level students who are in good academic standing. No student may take more than two Praxis III courses during her time at Bryn Mawr.

Areas of Study

Areas of Study Definitions

Major
In order to ensure that the student's education involves not simply exposure to many ideas and disciplines but development of competence and some degree of mastery in at least one, she must choose a major subject at the end of sophomore year. With the guidance of the major adviser, students plan an appropriate sequence of courses.

The following is a list of major subjects:

Anthropology
Astronomy (at Haverford College)
Biology
Chemistry
Classical and Near Eastern Archaeology
Classical Culture and Society
Classical Languages
Comparative Literature
East Asian Studies
Economics
English
Fine Arts (at Haverford College)
French and French Studies
Geology
German and German Studies
Greek
Growth and Structure of Cities
History
History of Art
Italian
Latin
Mathematics
Music (at Haverford College)
Philosophy
Physics
Political Science
Psychology
Religion (at Haverford College)
Romance Languages
Russian
Sociology
Spanish

Minor
The minor typically consists of six courses, with specific requirements determined by the department or program. A minor is not required for the degree. See page 18 for a list of subjects in which students may elect to minor.

Concentration
The concentration is a cluster of classes that overlaps the major to help focus a student's work on a specific area of interest. A concentration is not required for the degree. See page 18 for a list of concentrations.

Key to Course Numbers

001-099
Elementary and intermediate courses. With rare exceptions, these courses are not part of the work in the major.

100-199
First-year courses.

200-299
Second-year courses.

300-399
Advanced courses in the major.

400-499
Special categories of work (e.g., 403 for a unit of supervised work).

Some of the courses listed together (e.g., French 001-002) are full-year courses. Students must complete the second semester of a full-year course in order to receive credit for both semesters. Full-year courses are indicated by the phrase "both semesters are required for credit" in the course description. Other courses listed together (e.g., History 201, 202)

are designed as two-semester sequences, but students receive credit for completing either semester without the other.

A semester course usually carries one unit of credit. Students should check the course guide for unit listing. One unit equals four semester hours or six quarter-hours.

Selected Haverford College courses are listed in this catalog when applicable to Bryn Mawr programs. Consult the Haverford catalog for full course descriptions. Students should consult their deans or major advisers for information about Swarthmore College, University of Pennsylvania and Villanova University courses pertinent to their studies. Catalogs and course guides for Swarthmore, Penn and Villanova are available in the Dean's Office.

Listed in each department or program are courses that have been offered in the last four years, most of them on a regular basis. Whenever possible, courses that will not be offered in the current year are so noted. Additional information, indicating regular scheduling patterns for certain courses, is also provided whenever possible.

For the most up-to-date information on courses, students should consult the College Web site at www.brynmawr.edu/academics/course_descriptions.shtml or the *Bryn Mawr-Haverford Course Guide*, which is published at the time of pre-registration for the fall semester. Each course description includes information about prerequisites. In parentheses following the description are the name(s) of the instructor(s), the College requirements that the course meets, if any, and information on cross-listing.

Key to Requirement Indicators

Quantitative Skills
Indicates courses that meet the requirement for work in Quantitative Skills.

Division I
Indicates courses that meet part of the divisional requirement for work in the social sciences.

Division IIL
Indicates courses that meet the laboratory science part of the divisional requirement for work in the natural sciences and mathematics.

Division II
Indicates courses that meet part of the divisional requirement for work in the natural sciences or mathematics, but not the laboratory science part of the Division II requirement.

Division III
Indicates courses that meet part of the divisional requirement for work in the humanities.

Division I or III
Indicates courses that can be used to meet part of the divisional requirement for work in either the social sciences or the humanities.

Africana Studies

Coordinators:
Linda-Susan Beard
Koffi Anyinéfa, *at Haverford College*

Affiliated Faculty:
Michael H. Allen
Koffi Anyinéfa, *at Haverford College*
Richard J. Ball, *at Haverford College*
Linda-Susan Beard
Kimberly Benston, *at Haverford College*
Jody Cohen
Alison Cook-Sather
Vernon Dixon, *at Haverford College*
Mary M. Doi
Richard S. Ellis
Richard Freedman, *at Haverford College*
Ignacio Gallup-Diaz (on leave, 2002-03)
Mark Gould, *at Haverford College*
Francis L. Higginson
Tracey Hucks, *at Haverford College*
Paul Jefferson, *at Haverford College*
Jonathan Kahana
Madhavi Kale
Philip L. Kilbride
Emma Lapsansky, *at Haverford College*
Lázaro Lima
Robin Maitra
Stephen J. McGovern, *at Haverford College*
Rajeswari Mohan, *at Haverford College*
Janet M. Monge
Robert Mortimer, *at Haverford College*
Elaine Mshomba
Harriet B. Newburger
Kalala Ngalamulume
(on leave, 2002-03)
Zolani Ngwane, *at Haverford College*
Mary J. Osirim (on leave, 2002-03)
Juana Maria Rodriguez
Michael Sells, *at Haverford College*
Gus T. Stadler, *at Haverford College*
Michael Tratner
Sharon R. Ullman
Robert E. Washington
Tina Zwarg, *at Haverford College*

Bi-Co Africana Bibliographers:
Florence Goff
Margaret Schaus, *at Haverford College*

Bryn Mawr's African Art and Ethnography Collections:
Carol W. Campbell
Tamara K. Johnston
Eric Pumroy

Coordinator of the Nairobi Exchange Program
Jennifer Russell

Africana Studies is a developing synthetic field that brings a global frame of reference and a variety of disciplinary perspectives to the study of Africa and the African diaspora. Drawing on the methods of anthropology, economics, history, literature studies and linguistics, music, philosophy, political science and sociology, the field also encompasses the study of decolonization and the processes of modernization and development against a background of international economic change, both in Africa and in societies worldwide with populations of African origin.

Africana Studies is a bi-college program, supported jointly by faculty at both Bryn Mawr and Haverford Colleges. Haverford offers Africana Studies as an area of concentration anchored in the student's major with additional courses taken in at least two other departments. Bryn Mawr offers Africana Studies as a minor that the student can combine with any major.

Consortium of Universities
The bi-college Africana Studies Program is also part of a U.S. Department of Education consortium that includes the University of Pennsylvania and Swarthmore College. Bryn Mawr and Haverford

have the distinction of belonging, with Swarthmore, to the only Africana Studies national consortium that brings together a major research university and liberal arts colleges. As a result of this alliance, students are able to complement offerings at Bryn Mawr and Haverford by taking courses for credit at all four consortium sites. This includes, for example, undergraduate courses in such areas as African dance and drumming or the study of African languages. Swahili is offered annually as a year-long course at Bryn Mawr. Bryn Mawr sponsors a study-abroad program at the University of Nairobi and participates, with consortium members and other colleges and universities, in similar programs in Zimbabwe, Ghana and Senegal. The bi-college program also offers students opportunities to do research in Zimbabwe, South Africa and Kenya under the guidance of Africana faculty members.

Both Bryn Mawr's minor and Haverford's concentration introduce students to theoretical perspectives and empirical studies of Africa and the African diaspora. In designing an intellectually coherent program, students are advised to organize their course work along one of several prototypical routes. Such model programs might feature:

1. Regional or area studies; for example, focusing on Brazil, the English-speaking Caribbean or North America.
2. Thematic studies; for example, exploring decolonization, class politics and/or economic development in West and East Africa.
3. Comparative studies; for example, reconstructing the forms and functions of slavery both in Africa and in Catholic and Protestant societies in the diaspora.

Minor Requirements

The requirements for Africana Studies are the following:

1. Students take six semester courses from an approved list of courses in Africana Studies.
2. Students take the one-semester interdisciplinary course Bryn Mawr/ Haverford General Studies 101: Introduction to Africana Studies.
3. Students write a senior thesis or seminar-length essay in an area of Africana Studies.

In addition to satisfying the above requirements, students concentrating in Africana Studies at Haverford must also satisfy a distribution requirement. Of the six courses that they take in Africana Studies, at least two but no more than three must be in their home department and the remaining three to four courses must be taken in at least two other departments.

Students are advised to enter this program by taking Bryn Mawr/Haverford General Studies 101: Introduction to Africana Studies. Students are expected to have completed this requirement by the end of the junior year. This course provides a foundation and a frame of reference for students continuing in Africana Studies. This introductory-level work provides students with a common intellectual experience.

The final requirement for the program is a senior thesis or its equivalent. If the student is majoring in a department that requires a thesis, she satisfies the requirement by writing on a topic approved by her department and by the coordinator/ committee on Africana Studies. If the major department does not require a thesis, an equivalent written exercise — that is, a seminar-length essay — is required. The essay may be written within the

framework of a particular course or as an independent study project. The topic must be approved by the instructor in question and by the coordinator/committee on Africana Studies.

Africana Studies courses currently offered at Bryn Mawr include:

Anthropology
223. Anthropology of Dance
253. Childhood in the African Experience

Classical and Near Eastern Archaeology
101. Introduction to Egyptian and Near Eastern Archaeology
230. Archaeology and History of Ancient Egypt

Economics
324. Seminar on the Economics of Poverty and Discrimination

Education
200. Critical Issues in Education
210. On the Margins: Language, Power and Advocacy in Education
266. Schools in American Cities

English
207. Big Books of American Literature
218. Law and Literature: Constructing "Race"
234. Postcolonial Literature in English
255. Counter-Cinema: Radical, Revolutionary and Underground Film
279. Introduction to African Literature
331. Queer Literature/Queer Theory
343. Translating América: Theories of Latin/a American Subjectivity

French and French Studies
207. Missionnaires et cannibales
320. La France et Ses Orients

General Studies
101. African Civilizations: An Interdisciplinary Introduction to African Studies
103. Introduction to Swahili Language and Culture

History
202. American History: Civil War to the Present
245. Recent U.S. History: Disease and Modern Life
303. Topics in American History: Queering History
349. Topics in Comparative History: Revolutions

Political Science
243. African and Caribbean Perspectives in World Politics

Sociology
311. Stability and Change in Modern Africa: A Comparative Study of Development in Nigeria and Zimbabwe

Spanish
215. "Memoria negra": la literatura afro-hispánica en África y las Américas

Africana Studies courses currently offered at Haverford include:

Economics
225a. Developing Economics

English
270b. Portraits in Black: The Emergence and Influence of African-American Culture
363a. John Brown's Body: Violence, National Fantasy and Bodies that Matter

French:
252. Cinema francais/francophone et (post)colonialisme
312. Advanced Topics: Littérature antillaise

General Programs
277b. African-American/Latino Autobiography and Memoir
280a. Indigenous Movements

History
343. Topics in African-American Intellectual History: Black Paris – Art and Ideology in a Modernist Diaspora, 1925-1975

Philosophy
225a. The concept of Freedom and the Dialectic of Master and Slave

Religion
132b. Varieties of African-American Religious Experience
231a. Religious Themes in African-American Literature
242a. Topics in African-American Religious History
331a. Theoretical Approaches to the Study of Black Religion

Sociology:
235b. Class, Race and Education

Spanish:
340a. The Moor in Spanish Literature

Anthropology

Professors:
Richard S. Davis, *Chair*
(on leave, semester II 2003)
Philip L. Kilbride, *Acting Chair, semester II 2003*

Assistant Professors:
Mary M. Doi
Melissa Pashigian

Senior Lecturer:
Janet M. Monge

Affiliated Faculty:
Gary W. McDonogh
Ayumi Takenaka

Anthropology is a holistic study of the human condition in both the past and the present. The anthropological lens can bring into focus the social, cultural, biological and linguistic variations that characterize the diversity of humankind throughout time and space. The frontiers of anthropology can encompass many directions: the search for early human fossils in Africa, the excavations of prehistoric societies and ancient civilizations, the analysis of language use and other expressive forms of culture, or the examination of the significance of culture in the context of social life.

Major Requirements
Requirements for the major are Anthropology 101, 102, 303, 398, 399, an ethnographic area course that focuses on the cultures of a single region, and four additional 200- or 300-level courses in anthropology. Students are encouraged to select courses from each of four subfields of anthropology (e.g., archaeology, bioanthropology, linguistics, sociocultural).

Students may elect to do part of their work away from Bryn Mawr. Courses

that must be taken at Bryn Mawr include Anthropology 101, 102 (103 at Haverford), 303, 398 and 399.

Honors
Qualified students may do departmental honors in their senior year. Honors are based on the quality of the senior thesis (398, 399). Units of independent work may be taken with the approval of the instructor in the department.

Minor Requirements
Requirements for a minor in anthropology are 101, 102, 303, one ethnographic area course, and two additional 200- or 300-level courses in anthropology.

Concentration in Environmental Studies
The Anthropology Department participates with other departments in offering a concentration within the major in Environmental Studies (see page 168).

101. Introduction to Anthropology: Archaeology and Human Relations
The place of humans in nature, human evolution and the history of culture to the rise of early civilizations in the Old and New Worlds. (Davis, Monge, Division I)

102. Introduction to Anthropology: Cultural Anthropology
An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies. (Doi, Pashigian, Division I)

106. Sex and Gender in Cross-Cultural Perspectives
Studies a variety of societies including the United States to explore how people distinguish between "male" and "female." Examines biological and cultural explanations of difference and inequality using anthropological models of kinship, economics, politics and the expressive arts. (Doi, Division I)
Not offered in 2002-03.

185. Urban Culture and Society
(Arbona, McDonogh, Division I; cross-listed as Growth and Structure of Cities 185)

201. Philosophy of Social Science: Introduction to Cultural Analysis
An examination of the relation between the philosophical theory of relativism and the methodological problems of cross-cultural investigation. Selected anthropological theories of culture are evaluated in terms of their methodological and philosophical assumptions with attention to questions of empathetic understanding, explanation, evidence and rational assessment. Prerequisite: Anthropology 102 or another introductory course in the social sciences or philosophy, or permission of instructor.
(Kilbride, Krausz, Division I or III; cross-listed as Philosophy 210)
Not offered in 2002-03.

203. Human Ecology
The relationship of humans with their environment; culture as an adaptive mechanism and a dynamic component in ecological systems. Human ecological perspectives are compared with other theoretical orientations in anthropology. Prerequisites: Anthropology 101, 102 or permission of instructor.
Not offered in 2002-03.

206. Conflict and Conflict Management: A Cross-Cultural Approach
(Ross, Division I; cross-listed as Political Science 206) *Not offered in 2002-03.*

207. Expressive Arts and Social Change
Students will explore relationships of artists to society by examining how the expressive arts shape, and are shaped by, social change. Questions will explore how various societies define "public" and "private" domains, the social production and reproduction of "history" and "memory," and the impact of state patronage on expressive forms. Prerequisite: Anthropology 102 or equivalent, or permission of instructor. (Doi, Division I) *Not offered in 2002-03.*

208. Human Biology
A traditional focus in physical anthropology, human biology encompasses an overview of how humans, as individuals and populations, are similar and different in their biology, and how this can be studied and understood. We consider the relationships between human populations and their environment, integrating aspects of human physiology, demographic ecology and human genetics, both at the molecular and population levels. Prerequisite: Anthropology 101 or permission of instructor. (Monge, Division I) *Not offered in 2002-03.*

209. Human Evolution
The position of humans among the primates; processes of biocultural evolution; the fossil record; and contemporary distributions of varieties of humans. Prerequisite: Anthropology 101 or permission of instructor. (Monge, Division I) *Not offered in 2002-03.*

210. Medical Anthropology
An examination of the linkages between culture, society, disease and illness. A wide range and distribution of health-related experiences, discourse, knowledge and practice among different societies and among different positionings within society are considered. Sorcery, witchcraft, herbal remedies, healing rituals, folk illnesses, modern disease, scientific medical perception, clinical technique and epidemiology are examined as diagnoses and therapies embedded within social forms and practices that are culturally informed and anchored in a particular historical moment. Prerequisite: Anthropology 102 or permission of instructor. (Pashigian, Division I)

212. Primate Evolution and Behavior
An exploration of the aspects of the biology and behavior of living primates as well as the evolutionary history of these close relatives. The major focus of this study is to provide the background upon which human evolution is best understood. (Monge, Division I)

213. Food and Human Bio-Cultural Evolution
An exploration of the nature and the adaptive context of the human-food interplay from the beginning of the human line in tropical Africa to the appearance of modern humans in virtually all global environments. Emphasis is placed on the nature and evidence for human food-getting behavior through time and the attendant human biological influences and modifications. Prerequisites: Anthropology 101, 102 or permission of instructor. (Davis, Monge, Division I) *Not offered in 2002-03.*

220. Methods and Theory in Archaeology
An examination of techniques and theories archaeologists use to transform archaeological data into statements about patterns of prehistoric cultural behavior,

adaptation and culture change. Theory development, hypothesis formulation, gathering of archaeological data and their interpretation and evaluation are discussed and illustrated by examples; theoretical debates current in American archaeology are reviewed; and the place of archaeology in the general field of anthropology is discussed. Prerequisite: Anthropology 101 or permission of instructor. (Davis, Division I)

222. The Politics of Identity in Central Asia
An introduction to the diverse peoples and rich cultures of Central Asia. Explores relationships between the expressive arts and the bases of identity such as religion, gender and nationality. Includes case studies of the influence of Islam on women in performing arts, the arts as tools of social reform in Soviet Central Asia, and the importance of cultural production in nation-building in post-Soviet Central Asia. Prerequisite: Anthropology 102 or permission of instructor. (Doi, Division I)

223. Anthropology of Dance
An overview of anthropological theories and methods for studying dance and human movement. Issues about group membership, symbolic behavior, gender and political hegemony acquire novel ramifications when asked in the context of dance. Students try their hands at dance making and writing about dance to explore these issues as participants and scholars in addition to reading case histories examining dance in the United States, New Guinea, the Philippines, Brazil and Hawaii. Prerequisites: Anthropology 102, 106, Dance 140, 240, 241, or permission of instructor. (Doi, Division I or III; cross-listed as Arts Program – Dance 223)

224. Anthropology of Law
Introduces students to the anthropology of law. Critical issues about anthropological theory and method arise in attempting to define what "law" is, and whether and how diverse legal systems can be examined cross-culturally. Prerequisite: Anthropology 102 or equivalent, or permission of instructor. (Doi, Division I)
Not offered in 2002-03.

225. Paleolithic Archaeology
A study of the Paleolithic archaeological record from Europe, Asia and Africa, focusing on the dynamics of cultural evolution; cultural and natural transformations leading to the Neolithic Revolution are also examined. Laboratory work with prehistoric materials is included. Prerequisite: Anthropology 101 or permission of instructor. (Davis, Division I)
Not offered in 2002-03.

228. East African Social, Political and Cultural Development
An examination of various problems of East African development: urbanization, poverty, social deviance, class inequality, capitalist business enterprises, ethnic divisions, governmental mismanagement and corruption, popular culture and the economic role of women. Implications of social change for children are included. Methodology emphasizes anthropological ethnographic techniques and findings. (Kilbride, Washington, Division I; cross-listed as Sociology 228)
Not offered in 2002-03.

229. Comparative Urbanism
(McDonogh, Division I; cross-listed as East Asian Studies 229 and Growth and Structure of Cities 229)

231. Cultural Profiles in Modern Exile
(Seyhan, Division III; cross-listed as Comparative Literature 231 and German and German Studies 231)
Not offered in 2002-03.

236. Evolution
A lecture/discussion course on the development of evolutionary thought, generally regarded as the most profound scientific event of the 19th century; its foundations in biology and geology; and the extent of its implications to many disciplines. Emphasis is placed on the nature of evolution in terms of process, product, patterns, historical development of the theory, and its applications to interpretations of organic history. Lecture three hours a week. Prerequisite: a 100-level science course or permission of instructors. (R. Davis, Gardiner, Saunders; cross-listed as Biology 236 and Geology 236) *Not offered in 2002-03.*

240. Traditional and Pre-Industrial Technology
An examination of several traditional technologies, including chipped and ground stone, ceramics, textiles, metallurgy (bronze), simple machines and energy production; emphasizing the physical properties of various materials, production processes and cultural contexts both ancient and modern. Weekly laboratory on the production of finished artifacts in the various technologies studied. Prerequisite: permission of instructor. (Davis, Division I)
Not offered in 2002-03.

246. Women's Narratives on Modern Migrancy, Exile and Diaspora
(Seyhan, Division III; cross-listed as Comparative Literature 245 and Growth and Structure of Cities 246)

253. Childhood in the African Experience
An overview of cultural contexts and indigenous literatures concerning the richly varied experience and interpretation of infancy and childhood in selected regions of Africa. Cultural practices such as pregnancy customs, naming ceremonies, puberty rituals, sibling relationships and gender identity are included. Modern concerns such as child abuse, street children and other social problems of recent origin involving children are considered in terms of theoretical approaches current in the social sciences. Prerequisites: anthropology major, any social sciences introductory course, Africana Studies concentration, or permission of instructor. (Kilbride, Division I)

303. History of Anthropological Theory
A consideration of the history of anthropological theories and the discipline of anthropology as an academic discipline that seeks to understand and explain society and culture as its subjects of study. Several vantage points on the history of anthropological theory are engaged to enact an historically-charged anthropology of a disciplinary history. Anthropological theories are considered not only as a series of models, paradigms or orientations, but as configurations of thought, technique, knowledge and power that reflect the ever-changing relationships among the societies and cultures of the world. Prerequisite: at least one additional anthropology course at the 200 or 300 level. (Kilbride, Division I)

335. Elite and Popular Culture
(McDonogh, Division I; cross-listed as Growth and Structure of Cities 335)
Not offered in 2002-03.

336. Evolutionary Biology: Advanced Topics (Gardiner, Monge, Saunders; cross-listed as Biology 336 and Geology 336)

341. Cultural Perspectives on Human Sexuality, Marriage and the Family
A consideration of various perspectives that inform our understanding of cross-cultural constructions of sexuality, marriage and the family. Sociobiology, deviance, feminism, social constructionism and cultural evolutionary approaches are compared using primarily anthropological-ethnographic case examples. Applications emphasize current U.S. socially-contested categories such as AIDS, plural marriage, gender diversity, divorce and rape. Prerequisite: biology, history or social sciences major, or feminist and gender studies concentration, or permission of instructor. (Kilbride, Division I) *Not offered in 2002-03.*

350. Advanced Topics in Gender Studies
An intensive, comparative ethnographic investigation into gender differentiation and gender hierarchy, emphasizing social, structural and symbolic dimensions, with attention to the implications of gender studies for anthropological theory and method. Prerequisites: a 200-level ethnographic area course or permission of instructor. (Doi, Division I)
Not offered in 2002-03.

359. Topics in Urban Culture and Society (staff, Division I or III; cross-listed as Growth and Structure of Cities 360)

360. Advanced Topics in Human Evolution
A seminar for advanced students in human evolutionary studies. Topics include discussions of all phases of human history from Plio/Pleistocene huminines to the appearance of Homo sapiens sapiens. Prerequisite: Anthropology 209 or permission of instructor. (Monge, Division I)
Not offered in 2002-03.

361. Advanced Topics in Political Anthropology
An overview of theoretical issues in political and legal anthropology with comparative analysis of ethnographic case studies of contemporary phenomena such as globalization, decolonization and transnationalism. Prerequisite: a 200-level ethnographic course or permission of instructor. (Doi, Division I)

397. Senior Seminar in Environmental Studies (staff; cross-listed as Biology 397 and Geology 397)

398, 399. Senior Conferences
The topic of each seminar is determined in advance in discussion with seniors. Sections normally run through the entire year and have an emphasis on empirical research techniques and analysis of original material. Class discussions of work in progress and oral and written presentations of the analysis and results of research are important. A senior's thesis is the most significant writing experience in the seminar. (staff, Division I)

403. Supervised Work
Independent work is usually open to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and is subject to faculty time and interest. (staff)

Haverford College currently offers the following courses in anthropology:

103a. Introduction to Anthropology
208a. Museum Anthropology
209b. Anthropology of Education
210b. History and Theory of Anthropology
216b. Women and Power
235a. Social Practice of Media
244a. Anthropology of South Asia
244b. Anthropology of China
257b. Ethnic Conflict
263b. Anthropology of Space and Architecture
280a. Indigenous Movements
320a. Politics and the Imaginary
322b. Field Methods in Peace and Conflict Studies
350a. Social and Cultural Theory: Writing, Self and Society
365a. Advanced Readings in Visual Anthropology
450a. Senior Seminar: Contemporary Cultural Theory
450b. Senior Seminar: Supervised Research and Writing

Arts Program

Senior Lecturers:
Linda Caruso-Haviland, *Director of Dance*
Hiroshi Iwasaki
Mark Lord, *Director of Theater and Chair*
Karl Kirchwey, *Director of Creative Writing*

Lecturers:
David Brick, *Dance*
Nancy Doyne, *Creative Writing*
Eils Lotozo, *Creative Writing*
Rachel Simon, *Creative Writing*
Yutian Wong, *Mellon Postdoctoral Fellow, Dance*

Guest Lecturers in Creative Writing:
Peter Cameron
Carol Hill
Jessica Hagedorn
James Lasdun
Sigrid Nuñez

Dance Staff:
Renee Banson
Myra Bazell
Yasmin Goodman
Corinne Karon
Grace Hi-He Lee
Rebecca Malcolm
Linda Mintzer
Jeannine Osayande
Suzanne Slenn

Courses in the arts are designed to prepare students who might wish to pursue advanced training in their fields and for those who want to broaden their academic studies with work in the arts that is conducted at a serious and disciplined level.

Creative Writing

Courses in creative writing within the Arts Program are designed for students who wish to develop their skills and appreciation of creative writing in a variety of genres (poetry, fiction, creative nonfiction, memoir, playwriting, screenwriting) and for those intending to pursue studies in creative writing at the graduate level. Any English major may include one Creative Writing course in the major plan. Non-English majors may pursue a minor as described below. While there is no existing major in Creative Writing, exceptionally well-qualified students have completed majors in Creative Writing through the Independent Major Program (see page 66).

Minor Requirements

Requirements for the minor in Creative Writing are six units of course work, generally including three required courses (159 plus any two of 260, 261, 264, 265, 266) and three elective, including at least one course at the 300 level (361, 371, 373). Students should consult with the Creative Writing Program director to ensure admission to the appropriate range of courses.

Concentration in Creative Writing

English majors may elect a three-course concentration in Creative Writing as part of the English major program (see page 155).

159. Introduction to Creative Writing
This course is designed for students who wish to experiment with several kinds of creative writing: short fiction (with glances at creative nonfiction), poetry and drama. Priority will be given to interested first-year students; any additional spaces will be made available to upper-year students with little or no prior experience in creative writing. Students will write or revise work every week; roughly four weeks each will be devoted to short fiction, poetry and drama. There will be individual conferences for students with the instructor to discuss their pro- gress and interests. Half of each week's class time will be spent discussing student work, and half will be spent discussing syllabus readings. (Kirchwey, Division III)

260. Writing Short Fiction I
This course is designed to provide students with an introduction to fiction writing by focusing on the technical skills necessary to the production of first and subsequent drafts, and on the self-awareness necessary to all stages of the writing process. The primary goals are for students to explore the material and styles that most interest them, and to push their fiction to a new level of craft, so that over the semester their writing becomes clearer, more absorbing and more sophisticated. Writing requirements will include the following: every week, students will write in class, working from exercises presented by the instructor. Every third week, students will turn in a short story of six to 12 pages (or longer, with permission). (Simon, Division III).

261. Writing Poetry I
This course will provide a semester-long survey of the formal resources available to students wishing to write poems in English, beginning with syllabic verse, accentual verse and accentual-syllabic (metered) verse, as well as free verse. Students will gain experience writing in a variety of verse forms (including cinquains, Anglo-Saxon accentual verse and sonnets), and throughout the emphasis

vill be on helping the student locate herelf/himself as part of an ongoing tradiion of poets writing on particular subects in particular voices and forms. The bjective of the course will be to provide tudents with the skills to find a form and oice with which to express themselves. Kirchwey, Division III)

62. Playwriting I (staff, Division III; ross-listed as Theater 262)
lot offered in 2002-03.

63. Writing Memoir
he purpose of this course will be to proide students with practical experience in riting about the events, places and peole of their own lives in the form of emoir. Initial class discussions will ttempt to distinguish memoir from relatd literary genres such as confession and utobiography. The purpose of writing ssignments and in-class discussion of yllabus readings will be to explore both ie range of memoirs available for use as iodels (representative excerpts by writrs including Elizabeth Bishop, Louise ogan, Jacques Casanova, Benvenuto ellini, Annie Dillard, Frederick Dougass, Edward Gibbon, James Merrill, Tim 'Brien, Ned Rorem and others will be onsidered) and such elements (often ssociated with fiction) as narrative voice nd perspective, tone, plot, characterizaon and the use of symbolic and figurave language. (Kirchwey, Division III)
lot offered in 2002-03.

64. Feature Journalism
Jnlike straight news stories, which tell ie who, what, when and where of nfolding events, feature articles tell *stoies* about people, places, events, trends nd issues. This course will consider the iany forms that feature writing can take and the reporting basics necessary to add depth and context to stories. The work of established writers will be used to examine beginnings, middles, endings, transitions, structures and voices to discover what makes for lively and effective feature writing. Prominent journalists will be guest speakers. (Lotozo, Division III)

265. Creative Nonfiction
This course will explore the literary impulse in nonfiction in forms such as literary journalism, personal cultural criticism and the narrative essay. Creative nonfiction features the writer's experience and her or his unique voice in relating and reflecting upon experience; students in the course will be active participants in defining identity, chronicling personal discovery, interrogating their own opinions and seeking connections to a larger community. An important goal is for students to learn to read as writers, to allow their analytical work to feed and inform their creative work. (Simon, Division III)

266. Screenwriting
This combination discussion/workshop course is an introduction to dramatic writing for film. Basic issues in the art of storytelling will be analyzed and explored: theme, dramatic structure, image and sound. The course will have two basic areas of concentration: it will be an exploration and analysis of the art and impulse of storytelling, and it will provide a safe but rigorous setting in which to discuss student work. What is a story? What makes it work? What makes a character compelling, and conflict dramatic? How does a story engage our emotions? How does it reflect our lives and our world? The lectures will explore the basic characteristics and mechanics

of storytelling. Through written exercises, close analysis of various texts and the screening of film, we will come to better understand the tools and dictates of film writing. (Doyne, Division III)

360. Writing Short Fiction II
For students whose previous work has demonstrated an ability and passion for fiction writing, and who are ready to undertake the discipline of reworking their best material. Through first drafts and multiple revisions, private conferences and class discussion of classic and contemporary literature, students form standards, sharpen their voices and vision, and surpass earlier expectations of limits. One goal is for students to understand the writing process in detail. Another goal is the production of a publishable short story. (staff, Division III)
Not offered in 2002-03.

361. Writing Poetry II
This course is intended for students of poetry as a continuation of Creative Writing 261. This course will continue the survey of the forms of English and American poetry and will include exercises in writing several of the following: sestinas, villanelles, ballads, ekphrastic poems (about works of art) and dramatic monologues. Several published book-length collections of poems will be discussed for their strategies and architecture; in addition, each student will be responsible for at least one work of literary translation, rendering into English a poem from a foreign language with which she or he is familiar. Prerequisite: Creative Writing 261 or work demonstrating equivalent mastery of the basic forms of poetry in English.
(Kirchwey, Division III)

362. Playwriting II
For students with a special interest and some background in creating or interpreting texts for the stage, this course focuses on the development of a single project (a one-act play of 30+ pages) from conception to production-ready script. Students should have written proposals (1-2 pages) for at least two possible projects prepared prior to the first class meeting. The workshop process begins with a thorough examination of the student's accepted proposal to determine its potential as a dramatic story. Once this framework is in place, writing of a series of drafts will commence, aided by project-specific exercises aimed at isolating and strengthening the play's dramatic elements: character, dialogue, setting and spectacle. Prerequisites: Creative Writing 262; suitable theatrical experience in directing, acting or playwriting; or submission of a work sample including two short plays or an acceptable equivalent. (staff, Division III)
Not offered in 2002-03.

364. Approaches to the Novel
An exploration of the novel form from the point of view of craft. In some cases, students recast and rewrite constantly; in others, students move straight ahead through the work with virtual independence. Each student is expected to produce a substantial portion of a novel and show strong evidence of a deepening understanding of craft. Prerequisite: Creative Writing 360 or proof of strong interest and ability. A writing sample should be submitted by the end of the previous semester by students who have not previously studied with the professor. (staff, Division III)
Not offered in 2002-03.

367. Advanced Fiction/Nonfiction
This advanced workshop will allow students to further develop the skills required for writing both fiction and creative nonfiction, and will explore the dividing line between the two genres. The course will be taught in sequential three-week "modules" by four distinguished visiting instructors who are also writers known for their work both in fiction and in nonfiction. Students in this course will therefore benefit from four distinct approaches to, and perspectives on, the crafts of fiction and nonfiction. Prerequisite: Creative Writing 260, 263 or 265, or work demonstrating equivalent mastery of fiction or nonfiction prose. (staff, Division III)
Not offered in 2002-03.

371. Fiction Master Class
This course will be taught in sequential three-week "modules" by four distinguished visiting instructors who are also nationally-recognized authors of fiction. This structure will afford students who have completed intermediate studies of fiction writing the opportunity to further explore voices and techniques through the work and teaching of these four contemporary writers. Class time will be divided between discussion of syllabus readings and critiques of students' work. Prerequisite: a 200-level fiction course or written work demonstrating equivalent mastery of the basic forms and techniques of fiction. (Cameron, Hagedorn, Lasdun, Nuñez, staff, Division III).

373. Experimental Writing
This course will introduce advanced writing students to new forms in fiction writing. Students will examine the challenges to convention in 20th- and 21st-century fiction, including the open-ended character, experiments in time and narration, and new combinations of traditional literary and film genres — fairy tales, myth and film noir. Authors include Martin Amis, Italo Calvino, Angela Carter, Jim Crace, Don DeLillo, Michel Foucault, William Gass, Jürgen Habermas, Susanna Moore, Mary Shelley, Jeanette Winterson and Mary Wollstonecraft. (Hill, Division III)

403. Supervised Work (staff)

Haverford College currently offers the following English courses in creative writing:

210a. Reading Poetry
291a. Poetry Workshop: A Practical Course
292b. Writing Poetry: Craft the Creative Process
293a. Fiction Writing: From the Conventional to the Experimental
294b. Fiction Writing: States of Mind

Dance

Dance is not only an art and an area of creative impulse and action; it is also a significant and enduring human behavior that can serve as a core of inquiry within the humanities. The Dance Program has, therefore, designed a curriculum that provides varied courses in technique, composition, theory and performance for students at all levels of skill, interest and commitment. A full range of technique courses in modern, ballet, jazz and African dance are offered regularly, and more specialized movement forms, such as Classical Indian or Flamenco, are offered on a rotating basis. To supplement the academic courses in performance, composition and theory, guest lecturers periodically teach courses that present a per-

spective extending beyond the Western dance theater tradition.

Minor Requirements
Requirements for the dance minor are six units of coursework, three required (140, 142, 343/4 or 345) and three elective. Students may choose to emphasize one aspect of the field, but must first consult with the dance faculty regarding their course of study. Students may submit an application to major in dance through the Independent Major Program (see page 66).

140. Approaches to Dance: Themes and Perspectives
An introduction to the significance and the potential of the creative, critical and conceptual processes of dance as performance art, ritual and a humanity. In considering dance as a vital area of academic inquiry, the fields of dance history, criticism, philosophy and ethnology are reviewed. Lectures, discussion, film, video and guest speakers are included. (Caruso-Haviland, Division III)

142. Dance Composition I
Analysis and practice of the basic elements of dance making, with reference to both traditional and post-modern choreographic approaches. This course presents compositional theory and experience in generating movement and in structuring dances, beginning with simple solo phrases and progressing to more complex organizational units. (Brick, Division III)

223. Anthropology of Dance (Doi, Division I or III; cross-listed as Anthropology 223)

240. Dance History I: Roots of Western Theater Dance
The study of the history of pre-20th century dance with particular emphasis on the development of dance as a theater art form within the broader context of Western art and culture. Lecture, discussion and audiovisual materials. (Caruso-Haviland, Division III)
Not offered in 2002-03.

241. Dance History II: A History of Contemporary Western Theatre Dance
The study of the development of contemporary forms of dance with emphasis on theater forms within the broader context of Western art and culture. Lecture, discussion and audiovisual materials.
(staff, Division III)
Not offered in 2002-03.

242. Dance Composition II
A continuation of Dance Composition I with emphasis on the construction of finished choreography for solo dances and the development of group compositions. Related production problems are considered. (Cantor, Division III)

248. Classical Indian Dance: From Nationalism to Globalization
This course will examine classical Indian dance in the context of national and gender identity formation as well as notions of postmodernism and cultural globalization in relation to dance in contemporary India. Broadly, the course will investigate the interlocking structures of aesthetics and politics, economics and culture, and history and power that inform and continue to reshape classical Indian dance. (Chakravorty, Division III)
Not offered in 2002-03.

250. Performing the Political Body
This is a combination lecture and studio course that explores how artists, activists and intellectuals perform cultural interventions in the public sphere according to particular expectations of social and political responsibilities. From this foundation, students will investigate the body as an active agent of social change and political action. Each class will focus on both theory and practice to gain an embodied understanding of how artists, writers and activists — such as Augusto Boal, Rhodessa Jones and others — engage with theatrical traditions and techniques to mobilize theories of performance into enactments of political intervention. In addition to writing papers weekly in response to assigned readings, students will engage in a series of performance and public-art projects. (Wong, Division III)

342. Advanced Choreography
Independent study in choreography under the guidance of the instructor. Students are expected to produce one major choreographic work and are responsible for all production considerations. (Cantor, Caruso-Haviland, Division III)

343, 344. Advanced Dance Technique
For description, see Dance Technique below. (staff, Division III)

345. Dance Ensemble
For description, see Dance Performance below. (staff, Division III)

390. Senior Thesis/Project

403. Supervised Work
Research in a particular topic of dance under the guidance of an instructor, resulting in a significant final paper or project. (Cantor, Caruso-Haviland, Division III)

Dance Technique
Three levels of ballet and modern dance are offered each semester. Improvisation, African dance and jazz are offered each year. Courses in techniques developed from other cultural forms, such as hip-hop, classical Indian dance or Flamenco, are offered on a rotating basis as are conditioning techniques such as Pilates. All technique courses are offered for Physical Education credit but students may choose to register in advanced level courses for academic credit.

Dance Performance
The Dance Ensembles (modern, ballet and jazz) are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Original works or reconstructions from the historic or contemporary repertory choreographed by faculty or guest choreographers are rehearsed and performed. This course, which is open to intermediate- and advanced-level dancers by audition or permission of instructor, may in some cases be taken for academic credit or for physical education credit. Students who elect to participate in the Dance Outreach Project, a dance performance/education program that tours Philadelphia and suburban schools and community groups, can receive Physical Education credit.

Fine Arts
Fine arts courses at Bryn Mawr are offered through the Fine Arts Department at Haverford College. Courses on either campus are offered to students of both

colleges with the approval of the respective instructors. Prospective Fine Arts majors should plan their curricula with the major instructor. Throughout their progression, these students should strive to develop a portfolio of artwork showing strength and competence and a sense of original vision and personal direction appropriate for a major or minor candidate.

For major program requirements and course descriptions, see Fine Arts at Haverford College on page 173.

Music

The Music Department is located at Haverford and offers well-qualified students a major and minor in music. For a list of requirements and courses offered, see Music at Haverford on page 231.

Music Performance

The following organizations are open to all students by audition. For information on academic credit for these groups, and for private vocal or instrumental instruction, see Music at Haverford (page 231).

The Haverford-Bryn Mawr Orchestra, with more than 70 members, rehearses once a week, and concerts are given regularly on both campuses. The annual concerto competition affords one or more students the opportunity to perform with the orchestra in a solo capacity. Past repertoire includes Beethoven's "Symphony No. 5" and "Symphony No. 7," Prokofioff and Tchaikovsky's "Romeo and Juliet."

The chamber music program is open to all members of the Haverford-Bryn Mawr Orchestra and to pianists who have passed an audition that includes sight reading. Students rehearse once a week on their own, in addition to once-weekly coaching. Performances, rehearsals and coachings are held on both campuses depending on students' schedules and preferences. Past repertoire includes Dvorak, Schumann's piano quintets, and piano quartets by Schumann, Mozart and Brahms. String quartets and piano trios by all other major composers, including 20th-century composers, are also offered.

The Haverford-Bryn Mawr Chamber Singers is a select ensemble that demands a high level of vocal ability and musicianship. The group performs regularly on both campuses and in the Philadelphia area. Tours are planned within the United States and abroad.

The Haverford-Bryn Mawr Chorale is a large auditioned chorus that gives concerts with the Haverford-Bryn Mawr Orchestra each year. Recent repertory has included: Faure's "Requiem," Carl Orff's "Carmina Burana" and Mozart's "Requiem."

The Haverford-Bryn Mawr Women's Ensemble emphasizes music for women's voices and trebles and performs several times in the academic year.

Chamber Ensemble Groups are formed within the context of the Chamber Music Seminar (Music 215). See Music at Haverford on page 231. Performances are held both on and off campus; students have the opportunity to perform in master classes with internationally known chamber musicians.

The Bryn Mawr Chamber Music Society offers extracurricular opportunities for experienced Bryn Mawr and Haverford students, faculty, and staff to perform a variety of chamber works in a series of concerts held in the Music Room.

Theater

The curricular portion of the Bryn Mawr and Haverford Colleges' theater program focuses on the point of contact between creative and analytic work. Courses combine theory (reading and discussion of dramatic literature, history and criticism) and practical work (creative exercises, scene study and performance) to provide viable theater training within a liberal-arts context.

Minor Requirements

Requirements for the minor in Theater Studies are six units of course work, three required (150, 251 and 252) and three elective. Students must consult with the theater faculty to ensure that the necessary areas in the field are covered. Students have majored in Theater through the Independent Major Program (see page 66).

150. Introduction to Theater
An exploration of a wide range of dramatic works and history of theater through research, analysis and discussion to develop understanding and foundations for a theatrical production. (Iwasaki, Division III)

250. Twentieth-Century Theories of Acting
An introduction to 20th-century theories of acting emphasizing the intellectual, aesthetic and sociopolitical factors surrounding the emergence of each director's approach to the study of human behavior on stage. Various theoretical approaches to the task of developing a role are applied in workshop and scene study. (Lord, Division III)
Not offered in 2002-03.

251. Fundamentals of Acting
An introduction to the fundamental elements of acting (scene analysis, characterization, improvisation, vocal and gestural presentation, and ensemble work) through the study of scenes from significant 20th-century dramatic literature. (Lord, Division III)

252. Fundamentals of Technical Theater
A practical, hands-on workshop in the creative process of turning a concept into a tangible, workable end through the physical execution of a design. Exploring new and traditional methods of achieving a coherent synthesis of all areas of technical production. (Iwasaki, Division III)

253. Performance Ensemble
An intensive workshop in the methodologies and aesthetics of theater performance, this course is open to students with significant experience in performance. In collaboration with the director of theater, students will explore a range of performance techniques and styles in the context of rehearsing a performance project. Admission to the class is by audition or permission of the instructor. The class is offered for a half-unit of credit and students taking it for credit need to demonstrate their ability by first taking the course for no credit or by taking another academic class in performance.
(Lord, Division III)

254. Fundamentals of Theater Design
An introduction to the creative process of visual design for theater; exploring dramatic context and influence of cultural, social and ideological forces on theater and examining practical applications of various technical elements such as scenery, costume and lighting while emphasizing their aesthetic integration. (Iwasaki, Division III)

255. Fundamentals of Costume Design
Hands-on practical workshop on costume design for performing arts; analysis of text, characters, movement, situations; historical and stylistic research; cultivation of initial concept through materialization and plotting to execution of design. (Iwasaki, Division III)
Not offered in 2002-03.

262. Playwriting I
An introduction to the theater by study of the one-act play and its production. Written work consists of two one-act plays and a notebook of critical comments. (staff, Division III; cross-listed as Creative Writing 262)
Not offered in 2002-03.

270. Ecologies of Theater: Performance, Play and Landscape
Students in this course will investigate the notion of theatrical landscape and its relation to plays and to the worlds that those landscapes refer. Through readings in contemporary drama and performance and through the construction and evaluation performances, the class will explore the relationship between human beings and the environments they imagine, and will study the ways in which those relationships impact how we think about our relationship to the world in which we live. The course will culminate in a series of public performances. (Lord, Division III). *Not offered in 2002-03.*

354. Shakespeare on the Stage
An exploration of Shakespeare's texts from the point of view of the performer. A historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, with intensive scenework culminating in on-campus performances.
(Lord, Division III)

356. Endgames: The Theater of Samuel Beckett
An exploration of Beckett's theater work conducted through both reading and practical exercises in performance techniques. Points of special interest include the monologue form of the early novels and its translation into theater, Beckett's influences (particularly silent film) and collaborations, and the relationship between the texts of the major dramatic works and the development of both modern and post-modern performance techniques. (Lord, Division III)
Not offered in 2002-03.

359. Directing for the Stage
A semiotic approach to the basic concepts and methods of stage direction. Topics explored through readings, discussion and creative exercises include directorial concept, script analysis and research, stage composition and movement, and casting and actor coaching. Students rehearse and present three major scenes. (Lord, Division III)

362. Advanced Playwriting (staff, Division III; cross-listed as Creative Writing 362) *Not offered in 2002-03.*

403. Supervised Work (staff)

Theater Performance
Numerous opportunities exist to act, direct, design and work in technical theater. In addition to the Theater Program's mainstage productions, many student theater groups exist that are committed to musical theater, improvisation, community outreach, Shakespeare, film and video work, etc. All Theater Program productions are open and casting is routinely blind with respect to race and gender.

Astronomy

At Haverford College

Professors:
Stephen P. Boughn
R. Bruce Partridge

The objective of a major in astronomy is to study the phenomena of the extraterrestrial universe and to understand them in terms of the fundamental principles of physics.

Major Requirements
Requirements in the major subject are: Astronomy 205a; 206b; four additional 300-level astronomy courses, one of which may be replaced by an upper-level physics course; one 400-level astronomy course that may be replaced by approved independent research; and three written three-hour comprehensive examinations.

Minor Requirements
Astronomy 152i is recommended. The following courses are required: Physics 105a-106b; Astronomy 205a-206b; and one 300-level astronomy course.

Prerequisites
Physics 105a, 106b, 213a and 214b. Two 200-level mathematics courses are also required. Bryn Mawr equivalents may be substituted for the non-astronomy courses.

101a. Astronomical Ideas
Fundamental concepts and observations of modern astronomy, such as the motions and surface properties of the planets, the birth and death of stars, and the properties and evolution of the universe. Not intended for students majoring in the natural sciences. (Partridge, Division II)

112a. Survey of the Cosmos
A study of the properties and evolution of the universe and of large systems within it. The qualitative aspects of general relativity (including black holes) and of mathematical models for the geometry of the universe are also studied, along with the history of the universe from its early exponential expansion to the formation of galaxies. The role of observations in refining modern scientific understanding of the structure and evolution of the universe is stressed. The approach is quantitative, but any mathematics beyond straightforward algebra is taught as the class proceeds. (Partridge, Division II)
Offered in 2003-04.

114b. Planetary Science
A study of the overall structure of the solar system, the laws governing the motions of the planets, the general processes affecting the surface properties of planets, and the surprising properties of planets found in other stellar systems. (Partridge, Division II)
Offered in 2004-05 and alternate years.

152i. Freshman Seminar in Astrophysics
This is a half-credit course intended for prospective science majors, but will be primarily qualitative in nature with an emphasis on the conceptual aspects of the cosmos. Topics include black holes, quasars, neutron stars, supernovae, dark matter, the Big Bang beginning of the universe and Einstein's relativity theories. Prerequisites: Physics 101 or 105a (at Haverford), or Physics 101 or 103 (at Bryn Mawr), and concurrent enrollment in Physics 102b or 106b (at Haverford) or Physics 102 or 104 (at Bryn Mawr), or equivalent. (Boughn, Division II)

205a. Introduction to Astrophysics I
General introduction to astronomy, including: the structure and evolution of stars; the structure and formation of the Milky Way; the interstellar medium; and obeservational projects using the Strawbridge Observatory telescopes. Prerequisites: Physics 105a-106b and Mathematics 114b or the equivalent. (Boughn, Division II)

206b. Introduction to Astrophysics II
Introduction to the study of the properties of galaxies and their nuclei; cosmology; the Hot Big Bang model; the properties and evolution of the solar system; planetary surfaces and atmospheres; and exoplanets. Prerequisites: Astronomy 205a and Mathematics 114b or the equivalent, or permission of the instructor.
(Partridge)

313c. Observational Optical Astronomy
This is a one-credit, full-year course. The course consists of five observing projects that primarily involve using the CCD camera on a 16″ Schmidt-Cassegrain telescope. Projects include variable star photometry; H-alpha imaging; imaging and photometry of galaxies; star cluster photometry; instruction in the use of image processing software and CCD camera operation. Students work in groups of two with minimal faculty supervision. Formal reports are required. Prerequisite: Astronomy 205a. (Boughn)

320b. Cosmology and Extragalactic Astronomy
The theory of the origin, evolution and large-scale structure of the universe (Big Bang theory). Review of the relevant observational evidence. A study of remote galaxies, radio sources, quasars and intergalactic matter. Prerequisite: Astronomy 206b. (Partridge)
Offered in 2003-04 and alternate years.

321b. Stellar Structure and Evolution
The structure of stellar interiors and atmospheres, and the theory of star formation and stellar evolution, including compact stellar remnants. Prerequisites: Astronomy 205a and Physics 214b.
Offered in 2002-03 and alternate years.

322b. Non-Optical Astronomy
Introduction to the basic techniques of radio astronomy, including aperture synthesis, and the various mechanisms that give rise to line and continuum emission at radio wavelengths. Some discussion of other branches of non-optical astronomy (including X-ray, neutrino, cosmic-ray, gravitational wave, infrared and ultraviolet). Prerequisite: Astronomy 206b.
(Partridge)
Offered in 2002-03 and alternate years.

404a, b. Research in Astrophysics
Intended for students who choose to complete an independent research project in astrophysics under the supervision of a faculty member. Prerequisite: permission of instructor. (staff)

480a, b. Independent Study
Intended for students who want to pursue some topic of study that is not currently offered in the curriculum. In order to enroll, a student must have a faculty sponsor. Prerequisite: permission of instructor. (staff)

Athletics and Physical Education

Director and Senior Lecturer:
Amy Campbell

Director of Dance and Senior Lecturer in the Arts:
Linda Caruso-Haviland

Senior Lecturer:
Carol Bower

Lecturers in Athletics and Physical Education:
Jody Law
Kathleen Miller
Danya Pilgrim
Nicole M. Smith
Daniel N. Talbot
Lisa Treadway-Kurtz
Judy Wolfe

Instructor in Athletics and Physical Education:
Kim Winslow

Staff:
Lillian M. Amadio
Lavern Costen
Ray Tharan

The Department of Athletics and Physical Education offers an intercollegiate experience in 12 sports as an NCAA Division III institution and is a charter member of the Centennial Conference.

Varsity team sports at Bryn Mawr include: badminton, basketball, crew, cross country, field hockey, indoor and outdoor track and field, lacrosse, soccer, swimming, tennis and volleyball. Club team experience may be found in rugby, equestrian and ultimate frisbee (bi-college with Haverford College).

The instructional offerings in physical education include: aerobic dance, African dance, archery, athletic training, badminton, ballet, basketball, cardiovascular conditioning, dance ensemble, fencing, fitness, flamenco dance, fitness, jazz dance, modern dance, riding, rock climbing, running techniques, scuba, self defense, softball, swimming, swing dance, tennis, volleyball, water aerobics, weight training, wellness, women in film, women living well and yoga. Students may participate in self-paced programs that include jogging, swimming and walking. Students may take courses at Haverford College.

The College believes that physical education and intercollegiate athletics are integral parts of a liberal arts education. The Department of Athletics and Physical Education sponsors a variety of programs intended to enhance the quality of the student's non-academic life on campus.

Physical Education Requirements

The College requires eight credits of physical education and the successful completion of a swimming-proficiency test. The test includes entry into the water, a 10-minute swim demonstrating two strokes, one minute of treading water and two minutes of floating. For non-swimmers, successful completion of beginning swimming will fulfill the requirement. The physical education requirement must be completed by the end of junior year.

Transfer students will receive credit toward the requirement from previous institutions after a review by the director of the department. Students with special needs should consult the director of physical education.

Biology

Professors:
Karen F. Greif, *Major Adviser*
Paul Grobstein

Professor of Biology and Psychology:
Margaret A. Hollyday

Associate Professors:
Peter D. Brodfuehrer, *Chair*
David J. Prescott

Assistant Professors:
Tamara L. Davis (on leave, 2002-03)
Theodore G. Wong

Senior Laboratory Lecturer:
Stephen L. Gardiner

Lecturer:
Lauren J. Sweeney

The programs of the Biology Department are designed to introduce students to unifying concepts and broad issues in biology, and to provide the opportunity for in-depth inquiry into topics of particular interest through coursework and independent study. Introductory and intermediate-level courses examine the structures and functions of living systems at all levels of organization from molecules, cells and organisms to populations. Advanced courses encourage the student to gain proficiency in the critical reading of research literature, leading to the development, defense and presentation of an independent project. In addition, there are opportunities for other types of independent research projects with particular faculty.

Major Requirements
Course requirements for a major in biology include two semesters of introductory biology, 101 and 102 (or 103 plus either 101 or 102, with the department's permission); six courses at the 200 and 300 level (excluding 389-397), of which at least three must be laboratory courses; and one senior seminar course (389-395). Two semesters of supervised laboratory research, 403, may be substituted for one of the required laboratory courses. In addition, two semester courses in general chemistry and three additional semester courses in physics, chemistry, geology, mathematics, computer science, psychology or statistics are required for all majors. Selection of these three science courses needs to be done in consultation with the student's major adviser and be approved by the department. Students interested in pursuing graduate studies or medical school are encouraged to take two semesters each of physics and organic chemistry.

Students with a score of 4 or 5 on their Advanced Placement examinations, or equivalent International Baccalaureate scores, will receive divisional credit only; they may not be used for the major in biology. A student wishing to enter biology courses at the 200 level without having taken Biology 101 and 102 must take and pass the departmental placement exam. Courses in other departments may be substituted for major requirements with the department's permission.

Honors
The honors distinction requires maintaining a course average of 3.7 in the major and allied subjects, and attendance at Biology Department seminars. Final selection for honors is made by the biology faculty from the list of eligible students.

Minor Requirements
A minor in biology consists of six semester courses in biology. Courses in other departments may be substituted for

minor requirements with the department's permission.

Concentrations in Environmental Studies and Neural and Behavioral Sciences
The Biology Department participates with other departments in offering two concentrations within the major: Environmental Studies (see page 168) and Neural and Behavioral Sciences (see page 237).

Summer Research
Stipends for summer research projects are usually available. Interested students should seek out an appropriate faculty supervisor in the spring prior to beginning the project.

Teacher Certification
The College offers a certification program in secondary teacher education (see page 150).

101. Introduction to Biology I: Molecules to Cells
A comprehensive examination of topics in biochemistry, cell and molecular biology, and genetics. Lecture three hours, laboratory three hours a week. (staff, Division IIL)

102. Introduction to Biology II: Organisms to Populations
A comprehensive examination of the biology of organisms: organismal diversity, physiology and developmental biology; evolutionary biology and ecology. Lecture three hours, laboratory three hours a week. Biology 101 is strongly recommended. (staff, Division IIL)

103. Biology: Basic Concepts
An introduction to the major concepts of modern biology that both underlie and emerge from exploration of living systems at levels of organization ranging from the molecular and biochemical through the cellular and organismal to the ecological. Emphasis is placed on the observational and experimental bases for ideas that are both common to diverse areas of biology and represent important contributions of biology to more general intellectual and social discourse. Topics include the chemical and physical basis of life, cell theory, energetics, genetics, development, physiology, behavior, ecology and evolution. Lecture three hours, laboratory three hours a week.
(Grobstein, Division IIL)

201. Genetics
An introduction to heredity and variation, focusing on topics such as classical Mendelian genetics, linkage and recombination, chromosome abnormalities, population genetics and molecular genetics. Examples of genetic analyses are drawn from a variety of organisms, including bacteria, viruses, *Drosophila* and humans. Lecture three hours, laboratory three scheduled hours a week; some weeks require additional hours outside of the regularly scheduled lab. Prerequisites: Biology 101, 102 and Chemistry 103, 104. (staff, Division IIL)

202. Neurobiology and Behavior
An introduction to the attempt to understand behavior in terms of the nervous system. A brief overview of fundamental principles of nervous system structure is followed by consideration of several topics chosen to illustrate how studies of the nervous system illuminate behavior and how studies of behavior contribute to better understanding of the nervous system. Examples cover a wide variety of invertebrate and vertebrate species, including humans. Lecture three hours a week. Prerequisites: Biology 101, 102 or

permission of instructor. (Grobstein, Division II)

204. Histology
A lecture and laboratory course examining the cellular structure of tissues and the ways in which those tissues are combined to form the major organs of the body. The features of tissues that are most relevant to an understanding of general principles of cell biology are emphasized, along with the histologic structure of organs to their functions. Lecture three hours, lab three hours a week. Prerequisite: Introductory Biology. (Sweeney, Division IIL)

209. Environmental Toxicology
An introduction to certain natural and man-made toxins and the impact these toxins have on ecosystems. Effects on animal and plant systems are emphasized, but effects on humans are also considered. Risk analysis is presented and reference is made to the economic impact of these toxins and the efforts to eliminate or control their presence in the ecosystem. The development of policy to control toxins in the environment and the many factors — political, economic, ethical and public health — that play a role in policy development are analyzed. Lecture three hours a week. A required two-day field trip is taken in late spring; an extra fee is collected for this trip. Prerequisite: permission of instructor. (Prescott, Division II)

210. Biology and Public Policy
A lecture/discussion course on major issues and advances in biology and their implications for public-policy decisions. Topics discussed include reproductive technologies, genetic screening and gene therapy, environmental health hazards, and euthanasia and organ transplantation. Readings include scientific articles, public-policy and ethical considerations, and lay publications. Lecture three hours a week. Prerequisite: one semester of introductory biology or equivalent, or permission of instructor.
(Greif, Division II)

220. Ecology
A study of the interactions between organisms and their environments. Current environmental issues and how human activities influence the biota are also discussed. Students become familiar with ecological principles and with the methods ecologists use to address tricky ecological issues. Because sound ecological theory rests on a good understanding of natural history, students learn to develop their natural-history intuition by making weekly field observations and keeping a field journal. Lecture three hours a week. Prerequisite: Introductory Biology. (staff, Division II)

236. Evolution
A lecture/discussion course on the development of evolutionary thought, generally regarded as the most profound scientific event of the 19th century; its foundations in biology and geology; and the extent of its implications to many disciplines. Emphasis is placed on the nature of evolution in terms of process, product, patterns, historical development of the theory, and its applications to interpretations of organic history. Lecture three hours a week. Prerequisite: a 100-level science course or permission of instructors. (R. Davis, Gardiner, Saunders; cross-listed as Anthropology 236 and Geology 236)

271. Developmental Biology
An introduction to animal embryology and the concepts of developmental

biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification, pattern formation, regulation of gene expression, sex determination, and neural and behavioral development. The laboratory focuses on vertebrate embryology and involves study of prepared slides and observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; most weeks require additional hours outside of the regularly scheduled lab. Prerequisites: Biology 101, 102 or permission of instructor. (Hollyday, Division IIL)

303. Animal Physiology
A comprehensive study of animal function: physical and chemical processes in tissues, organs and organ systems that form the basis of the function of the organism. Homeostasis, control systems and the structural bases of function are emphasized. Laboratories are designed to introduce basic electrophysiological techniques and the practice of scientific inquiry. Lecture three hours, laboratory three hours a week. (Lecture only in 2002-03.) Prerequisites: Biology 101, 102, Chemistry 103, 104, and one 200-level Biology course — Histology recommended. (Brodfuehrer)

304. Cell and Molecular Neurobiology
A problem-based laboratory course in which students investigate the cellular and molecular properties of neurons and small networks of neurons using neuron simulations and animal experiments. Two four-hour laboratory sessions per week. Prerequisites: Biology 101, 102, 202, Psychology 218 or Psychology 217 at Haverford. (Brodfuehrer)

308. Field Ecology
An examination of the tools that ecologists use to discover how natural systems function. Most class meetings are conducted outdoors, either on campus or in surrounding natural areas such as Ridley Creek State Park. Students learn how to identify local wildflowers and trees and become familiar with major groups of insects and stream macroinvertebrates. In many labs, experiments are designed to address particular ecological questions. Students are expected to keep a field journal in which they record their observations and thoughts during field excursions. Each student also conducts an independent research project, which includes writing a short paper and giving an oral presentation describing the study. One two-hour lecture/laboratory, one four-hour lecture/laboratory a week. Prerequisites: Biology 220 and permission of instructor. (staff)

309. Biological Oceanography
A comprehensive examination of the principal ecosystems of the world's oceans, emphasizing the biotic and abiotic factors that contribute to the distribution of marine organisms. A variety of marine ecosystems are examined, including rocky intertidal, estuarine, open ocean and deep sea hydrothermal vents, and hydrocarbon seeps, with an emphasis on the distinctive characteristics of each system and the assemblage of organisms associated with each system. Lecture three hours, laboratory three hours a week. One required three-day field trip, for which an extra fee is collected, and other occasional field trips as allowed for by scheduling. Prerequisites: Biology 101, 102, and one 200-level science course, or permission of instructor. (Gardiner)

322. Neurochemistry
A seminar course on selected topics concerning the nervous system, stressing chemical and biochemical approaches. Topics include the composition and function of myelin in central versus peripheral nervous system; the chemistry and biology of nerve growth factor, neurotransmitter metabolism and interactions with receptors; roles of other neuromodulators and receptors in neural function. Prerequisites: Biology 341 or 343 and permission of instructor. (Prescott)
Not offered in 2002-03.

336. Evolutionary Biology: Advanced Topics
A seminar course on current issues in evolution. Discussion based on readings from the primary literature. Topics vary from year to year. One three-hour discussion a week. Prerequisite: Biology 236 or permission of instructor. (Gardiner, Monge, Saunders; cross-listed as Anthropology 336 and Geology 336)
Not offered in 2002-03.

340. Cell Biology
A lecture course with laboratory emphasizing current knowledge in cell biology. Among topics discussed are cell membranes, cell surface specializations, cell motility and the cytoskeleton, regulation of cell activity, energy generation and protein synthesis. Laboratory experiments are focused on studies of cell structure, making use of techniques in cell culture and immunocytochemistry. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 201 or 271, Chemistry 211, 212 (may be taken concurrently), or permission of instructor. One semester of biochemistry is recommended. (Greif)

341, 343. Introduction to Biochemistry
A course on the structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways; and protein synthesis. Lecture three hours, laboratory four hours a week or library project. Prerequisite: Chemistry 212. (Prescott)

364. Developmental Neurobiology
A lecture/discussion course on major topics in the development of the nervous system. Some of the topics to be addressed are cell generation, cell migration, cell survival and growth, axon guidance and target specificity, synapse formation and behavioral development. Prerequisite: Biology 201 or 271. (Greif)
Not offered in 2002-03.

367. Computational Models of Biological Organization
The organization of living systems in general reflects a web of interactions among large numbers of diverse elements. In recent years, it has become possible to develop intuitions and gain insights into such organization by using computers to explore the properties that emerge from various kinds of interactions among various elements. In this course, students are introduced to some existing computer-based simulations of living systems, and use them to further develop their own insights into biological organization. Two three-hour laboratory sessions a week. Prerequisites: prior biology coursework above the introductory level and permission of instructor. (Grobstein) *Not offered in 2002-03.*

372. Molecular Biology
This course will introduce students to molecular biology as a method for scientific inquiry. In addition to learning basic techniques for manipulation and analysis of nucleic acids, students will read and critically evaluate primary literature. Students will demonstrate knowledge of the material through written work, class discussion and oral presentations. Lecture three hours a week. Prerequisites: Biology 201, 340 or 341, or permission of instructor. (T. Davis)
Not offered in 2002-03.

389. Senior Seminar in Evolutionary Morphology
Topics of current interest and significance in morphology, especially invertebrate morphology, are examined with critical readings and oral presentations of work from the primary literature. In addition, students are provided with hands-on experience in certain techniques used in morphological studies, e.g., preparation and staining of tissues, use of light and electron microscopes, and interpretation of micrographs. Students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: permission of instructor. (Gardiner)
Not offered in 2002-03.

390. Senior Seminar in Ecology
A focus on the interactions among organisms and their environments. Students read and discuss current and classic research papers from the primary literature. Topics may be wide ranging, including biogeographic patterns, behavioral ecology, population and community dynamics, and ecosystem functioning. We may also take up current environmental issues, such as global warming, global nitrogen additions, habitat degradation and fragmentation, loss of biodiversity and the introduction of alien species. The effects of these human-induced changes on the biota are also examined. Students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 220 or permission of instructor. (staff)
Not offered in 2002-03.

391. Senior Seminar in Biochemistry
Topics of current interest and significance in biochemistry are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisites: Biology 341, 343 or corequisite, or permission of instructor. (Prescott)

392. Senior Seminar in Physiology
An advanced course in the study of the organization and function of physiological systems from the molecular level to the organismal level. Specific topics related to the organization and function of physiological systems are examined in detail using the primary literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 202, 303 or 304, or permission of instructor. (Brodfuehrer)

393. Senior Seminar in Genetics
Topics of current interest and significance in genetics are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 201 or permission of instructor. (staff)

394. Senior Seminar in Evolutionary Developmental Biology
Topics of current interest and significance in evolutionary developmental biology are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 236 or 271, or permission of instructors. (Gardiner, Hollyday)

395. Senior Seminar in Cell Biology
Topics focus on areas of current research interest in cell biology, such as regulation of the cell cycle, the cell biology of cancer, and cell death. Students read and make critical presentations of papers from the current research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 340 or permission of instructor. (Greif)

396. Topics in Neural and Behavioral Science
A seminar course dealing with current issues in the neural and behavioral sciences. It provides advanced students concentrating in neural and behavioral sciences with an opportunity to read and discuss in depth seminal papers that represent emerging thought in the field. In addition, students are expected to make presentations of their own research. (staff; cross-listed as Psychology 396)

397. Senior Seminar in Environmental Studies (staff; cross-listed as Anthropology 397 and Geology 397)

401. Supervised Research in Neural and Behavioral Sciences
Laboratory or library research under the supervision of a member of the Neural and Behavioral Sciences committee. Required for those with the concentration. Prerequisite: permission of instructor. (staff; cross-listed as Psychology 401)

403. Supervised Laboratory Research in Biology
Laboratory research under the supervision of a member of the department. Prerequisite: permission of instructor. (staff)

Haverford College currently offers the following courses in biology, some of which are half-semester courses:

200. Cell Structure and Function
214a. Historical Introduction to Biology
217b. Biological Psychology
221a. The Primate Origins of Society
252a. Women, Medicine and Biology
300a. Biochemistry of Proteins and Nucleic Acids

300b. Laboratory in Cell Biology and Immunology
301d. Advanced Genetic Analysis
302e. Cell Architecture
303h. Structure and Function of Macromolecules
306g. Inter- and Intracellular Communication
308h. Immunology
309e. Molecular Neurology
310g. Molecular Microbiology
350g. Pattern Formation in the Nervous System
351h. Molecular Motors and Biological Nanomachines
352e. Cellular Immunology
353e. A Matter of Life and Death
357d. Protein Design
358g. Developmental Genetics
359d. Molecular Oncology
402. Senior Research Tutorial in Developmental Genetics
403. Senior Research Tutorial in Protein Folding and Design
404. Senior Research Tutorial in Molecular Microbiology
406. Senior Research Tutorial in Cellular Immunology
407. Senior Research Tutorial in Cell Motility and the Cytoskelton
408. Senior Research Tutorial in Life-and-Death Decisions of Developing Lymphocytes
409. Senior Research Tutorial in Molecular Neurobiology
410. Senior Research Tutorial at Off-Campus Research Labs

Chemistry

Professors:
Sharon J. Nieter Burgmayer, *Acting Chair*
Frank B. Mallory
Michelle M. Francl

Associate Professor:
Susan A. White (on leave, 2002-03)

Assistant Professors:
William P. Malachowski
Edward A. Wovchko

Senior Laboratory Lecturers:
Krynn DeArman Lukacs, *Major Adviser*
Mary Ellen Nerz-Stormes

Lecturers:
Lisa E. Chirlian
Silvia Porello
Kurt Kistler

Keck Postdoctoral Teaching Fellows:
Samantha Glazier
Xenia Morin

The undergraduate course program in chemistry is designed to give students a sound background in both theoretical and practical aspects of four main fields: organic chemistry, physical chemistry, inorganic chemistry and biological chemistry. Laboratory work is emphasized to provide students with modern training in experimental skills and analytical techniques. The core program, consisting of courses at the 100 level and 200 level, covers fundamental principles of chemistry. This core program provides the basis for advanced work at the 300 level and 400 level, in which students encounter contemporary problems in chemistry and the progress that is being made toward solving them.

Major Requirements

The requirements for a major in chemistry include the following 10 courses (or their equivalents): Chemistry 101, 103 or 103L, 104, 211, 212, 221, 222, 231, 242 and any two courses selected from among Chemistry 311, 312, 321, 322, 332, 345 or any chemistry course at the 500 level. Other required courses are Mathematics 101, 102 and 201, and Physics 103/104 or 101/102 (or their equivalents). All A.B. recipients who complete this program are certified by the American Chemical Society as having met that society's high standards for an undergraduate degree in chemistry.

Majors are encouraged to take additional chemistry courses at the 300 (or 500) level and at the 400 (research) level beyond the requirements of the standard program. Additional courses in mathematics and other natural sciences can contribute breadth to the chemistry major. Examples of interdisciplinary courses related to chemistry are geochemistry (Geology 302) and molecular biology (Biology 372).

A typical schedule for the standard chemistry major involves taking Chemistry 101 or 103 and 104 and Mathematics 101/102 in the first year; Chemistry 211 and 212, Mathematics 201, and Physics 103/104 or 101/102 in the sophomore year; Chemistry 221, 222, 231 and 242 in the junior year, and appropriate advanced courses in the senior year. Note that Mathematics 201 (a fall course) or its equivalent should be completed by the end of the sophomore year. Students contemplating a chemistry major are urged to consult with the major adviser as early as possible.

Honors

The A.B. degree with honors in chemistry will be awarded to students who complete the major in chemistry and also meet the following further requirements: two semesters of supervised research in chemistry (Chemistry 403) with a grade of at least 3.3 in each semester; the submission of an acceptable paper describing the results of that research; an additional semester of work at the 300 level (or 500 level) in chemistry beyond the two advanced courses required for the standard chemistry major; and a grade point average, calculated at the end of the senior year, of at least 3.4 in all chemistry courses taken.

Minor Requirements

A student may qualify for a minor in chemistry by completing a total of six courses in chemistry, one of which must be either Chemistry 221 or 222. Biology 341 may be counted as one of the required six courses. At least two of the six courses must be taken at Bryn Mawr.

Concentration in Biological Chemistry

Students may receive an A.B. degree in chemistry with a concentration in biological chemistry by fulfilling the requirements for a major in chemistry, including Chemistry 345 as one of the two required advanced courses, and also by completing two semesters of work in biology at or above the 200 level. The two biology courses chosen to fulfill this requirement must be approved by the major adviser.

A.B./M.A. Program

To earn an M.A. degree in chemistry in the College's A.B./M.A. program, a student must complete the requirements for an undergraduate chemistry major and also must complete six units of graduate-

level work in chemistry. Of these six units, as many as two units may be undergraduate courses at the 300 level taken for graduate credit (these same two courses may be used to fulfill the major requirements for the A.B. degree), at least two units must be graduate seminars at the 500 level, and two units must be graduate research at the 700 level leading to the submission of an acceptable M.A. thesis. Other requirements are the demonstration of skill in computing or in a foreign language, a written final examination covering material in the candidate's special field, and an oral examination.

101. Introduction to Chemistry
For students with little previous work in chemistry. Chemistry 101 covers the same topics as Chemistry 103, but with extra class hours to develop fundamental skills. Laboratory identical to Chemistry 103. Lecture three hours, recitation two hours, laboratory three hours a week. Prerequisite: math readiness or permission of instructor. (Chirlian, Lukacs, Division IIL or Quantitative Skills)

103. General Chemistry
For students with some background in chemistry. Students with strong preparation are directed to consider Chemistry 103L. Sections usually have a maximum of 50 students. The atomic theory of matter; stoichiometry of chemical reactions; properties of gases, liquids and solids; phase changes; the electronic structure of atoms; chemical bonding; introduction to thermodynamics; the chemistry of representative nonmetallic elements. Lecture three hours, recitation one hour, laboratory three hours a week. Prerequisite: math readiness or permission of instructor. (Chirlian, Lukacs, Malachowski, staff, Division IIL or Quantitative Skills)

103L. General Chemistry
A half-unit course for students with strong preparation in chemistry, but who are not ready to take Chemistry 211 (Organic Chemistry). Topics include properties of solids, liquids and gases; the electronic structure of atoms and bonding; introduction to thermodynamics; and some chemical reactions. Recitation one hour, laboratory three hours a week. Enrollment limited to 25 first-year students. Prerequisite: Advanced Placement score of 3 (or IB equivalent), or satisfactory performance on Bryn Mawr's placement test given during freshman orientation, or permission of instructor. Does not meet Division II requirement by itself; students must continue with Chemistry 104. (Francl, Lukacs)

104. General Chemistry
A continuation of Chemistry 103, 103L or 101. Ionic equilibria; introduction to chemical kinetics, electrochemistry and radiochemistry; the chemistry of representative metallic elements. Lecture three hours, recitation one hour, laboratory three hours a week. Prerequisite: Chemistry 103 or 101. (Burgmayer, Lukacs, Wovchko, Division IIL or Quantitative Skills)

211. Organic Chemistry
An introduction to the principles of organic chemistry, including synthetic and spectroscopic techniques. Lecture three hours, recitation one hour, laboratory five hours a week. Prerequisite: Chemistry 104. (Kistler, Nerz-Stormes, Division IIL)

212. Organic Chemistry
A continuation of Chemistry 211 with an exploration of complex chemical reactions and syntheses utilizing structure-reactivity principles. Lecture three hours, recitation one hour, laboratory five hours a week. Prerequisite: Chemistry 211. (Malachowski, Nerz-Stormes, Division IIL)

221. Physical Chemistry
Introduction to quantum theory and spectroscopy, preliminary thermodynamics for Chemistry 222. Atomic and molecular structure; molecular modeling: rotational, vibrational, electronic and magnetic resonance spectroscopy; gas laws; first and second laws of thermodynamics. Lecture three hours, laboratory five hours a week. Prerequisites: Chemistry 104 and Mathematics 201. Corequisites: Chemistry 211 and Physics 101 or 103. (Wovchko, Division IIL)

222. Physical Chemistry
A continuation of Chemistry 221. Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours, laboratory four hours a week. Prerequisite: Chemistry 221 or permission of instructor. Corequisites: Chemistry 212 and Physics 102 or 104. (Chirlian, Francl, Glazier, Division IIL)

231. Inorganic Chemistry
Bonding theory; structures and properties of ionic solids; symmetry; crystal field theory; structures, spectroscopy, stereochemistry, reactions and reaction mechanisms of coordination compounds; acid-base concepts; descriptive chemistry of main group elements. Lecture three hours, laboratory five hours a week. Corequisite: Chemistry 221. (Burgmayer, Porello, Division IIL)

242. Biological Chemistry
The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways; protein synthesis. Lecture three hours, laboratory five hours a week. Prerequisites: Chemistry 212 and 221. Corequisite: Chemistry 222. (Morin, Porello, Division IIL)

311. Advanced Organic Chemistry
An examination of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week. Prerequisites: Chemistry 212 and 222. (Malachowski, Division II)

312. Advanced Organic Chemistry
Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates and stereochemistry. Lecture three hours a week. Prerequisites: Chemistry 212 and 222. (Mallory, Division II)

321. Advanced Physical Chemistry: Mathematical Modeling of Physical Phenomena
An interdisciplinary approach to computational models in fields ranging from biology to chemistry, physics and geology. Lecture three hours a week. Prerequisites: Mathematics 201 and at least junior-level standing in a science major, or permission of instructor. This course may be counted as a Mathematics elective. (Francl, Division II)

322. Advanced Physical Chemistry: Surface Chemistry
Topics include fundamentals of adsorption, surface thermodynamics and kinetics, surface analytical and spectroscopic techniques, and applications of surface phenomena. The course will also explore recent literature concerning the chemical, structural, physical and surface properties of technologically important materials. Prerequisites: Chemistry 221 and 222, Physics 102 and 104, or permission of instructor. (Wovchko, Division II)

332. Advanced Inorganic Chemistry
A) Organometallic chemistry, including discussion of structure and bonding, reaction types, and catalysis; B) Bioinorganic chemistry, illustrating structural, enzymatic and pharmaceutical applications of transition metals in biological chemistry. Lecture three hours a week. Prerequisites: Chemistry 231 and 242. (Burgmayer, Division II)

345. Advanced Biological Chemistry
Physical biochemistry of proteins and nucleic acids; spectroscopic and other techniques for biopolymers. Literature readings will cover recent HIV, RNA and protein research. Lecture three hours a week. Prerequisites: Chemistry 222 and 242. (Porello, Division II)

403. Supervised Research in Chemistry
Many individual research projects are available, each under the supervision of a member of the faculty. Laboratory at least 10 hours a week. Oral or written presentations are required at the end of each semester. Prerequisite: permission of faculty supervisor. (Burgmayer, Francl, Malachowski, Mallory, White, Wovchko)

Graduate seminars in chemistry are open to qualified undergraduates with the permission of the department.

Haverford College currently offers the following courses in chemistry:

100a. General Chemistry I
101b. General Chemistry II
105b. Advanced General Chemistry: The Chemical Basis of the Biosphere
153a. Atmospheric Chemistry: Implications for the Future
220a. Organic Chemistry I
221b. Organic Chemistry II
300a. Biochemistry of Proteins and Nucleic Acids
304a. Physical Chemistry I: The Physical Basis of Chemistry and Biology
305b. Physical Chemistry II: Chemical and Biochemical Dynamics
320b. Inorganic Chemistry
351. Bioinorganic Chemistry
355. Topics in Advanced Organic Chemistry
357. Topics in Bioorganic Chemistry

Classical and Near Eastern Archaeology

Professors:
Richard S. Ellis
Stella Miller-Collett
James C. Wright, *Chair*

Associate Professor:
A. A. Donohue

Assistant Professor:
Peter Magee, *Major Adviser*

Lecturer:
Jean MacIntosh Turfa

The curriculum of the department focuses on the cultures of the Mediterranean regions and the Near East in antiquity. Courses treat aspects of society and material culture of these civilizations as well as issues of theory, method and interpretation.

Major Requirements
The major requires a minimum of 10 courses. Core requirements are Archaeology 101 and 102, one course in history and two semesters of the senior conference. Additional requirements are determined in consultation with the major adviser. Additional coursework in subjects related to archaeology may be offered in the Departments of Anthropology, Geology, Growth and Structure of Cities, Hebrew and Judaic Studies, History of Art, and Greek, Latin and Classical Studies.

Each student's course of study to meet major requirements will be determined in consultation with the undergraduate major adviser in the spring semester of the sophomore year. Students considering majoring in the department are encouraged to take the introductory courses early in their undergraduate career and should also seek advice from departmental faculty. Students who are interested in interdisciplinary concentrations or in spending a junior year abroad are strongly advised to seek assistance in planning their major early in their sophomore year.

Honors
A semester-long research project, culminating in a lengthy paper written under the supervision of a member of the department, is required to be considered for honors. Students can register for honors — a unit of independent study (403) in either semester of the senior year — at the invitation of the department and the supervising faculty member. Honors are granted if the final paper is considered of superior quality (3.3 or above).

Minor Requirements
The minor requires six courses. Core requirements are Archaeology 101 and 102 in addition to four other courses selected in consultation with the major adviser.

Languages
Majors who contemplate graduate study in Classical fields should incorporate Greek and Latin into their programs. Those who plan graduate work in Near Eastern or Egyptian may take appropriate ancient languages at the University of Pennsylvania, such as Middle Egyptian, Akkadian and Sumerian. Any student considering graduate study in archaeology should study French and German.

Fieldwork
The department strongly encourages students to gain fieldwork experience and assists them in getting positions on field

projects in North America and overseas. The department is undertaking three field projects in which undergraduates may be invited to participate.

The Tarsus Regional Project in Turkey, cosponsored by Bryn Mawr College and Bogaziçi University in Istanbul, is currently investigating the Gözlü Küle mound at Tarsus, in Cilicia, and its vicinity. Both undergraduate and graduate students in archaeology participate in this project.

Beginning in summer 2002, the department, under the direction of Professor James Wright, will collaborate with the Fourth Inspectorate of Prehistoric and Classical Antiquities of the Greek Ministry of Culture in a multiyear excavation of a Mycenaean (Late Bronze Age) chamber tomb cemetery at Ancient Nemea, Greece. Undergraduate and graduate students in archaeology will participate in this project, which will focus on excavation techniques, skeletal analysis and museum studies.

Beginning in winter 2002 during semester break, Assistant Professor Peter Magee will continue his excavations at Muweilah in the United Arab Emirates. Undergraduate and graduate students in archaeology may participate in this project.

Study Abroad

Study abroad is encouraged if the program is approved by the department. Major credit for courses taken is given on a case-by-case basis. Normally credit will not be given for courses that are ordinarily offered by the department.

101. The Uses of the Past: Introduction to Egyptian and Near Eastern Archaeology

A historical survey of the archaeology and art of the ancient Near East, Egypt and the prehistoric Aegean. Three hours of class, one hour of special topics a week. (Ellis, Magee, Division III)

102. The Uses of the Past: Introduction to Greek and Roman Archaeology

A historical survey of the archaeology and art of Greece, Etruria and Rome. Three hours of class, one hour of special topics each week. (Miller-Collett, Division III)

201. Preclassical Greek Art and Archaeology

The art and archaeology of Greece and its Mediterranean neighbors between the end of the Bronze Age and the Persian invasion (ca. 1100 to 480 B.C.E.), the period which saw the rise of the city-state, the introduction of democracy, and the spread of Greek civilization by colonization and trade. The architecture, painting, sculpture and minor arts will be studied with attention to their historical and cultural contexts. (Donohue, Division III) *Not offered in 2002-03.*

202. Classical Greek Art and Archaeology

The art and archaeology of Greece and its Mediterranean neighbors between the Persian invasion of 480 B.C.E. and the rise of Macedonia in the mid-fourth century B.C.E., the period which saw the rise of Athens, the achievements of the Periclean democracy and the dissolution of Athenian power in the wake of the Peloponnesian War. The architecture, painting, sculpture and minor arts will be

studied with attention to their historical and cultural contexts. (Donohue, Division III) *Not offered in 2002-03.*

203. Ancient Greek Cities and Sanctuaries
A study of the development of the Greek city-states and sanctuaries. (Wright, Division III; cross-listed as Growth and Structure of Cities 203)

204. Iron Age, Italian and Etruscan Art and Archaeology
The art and archaeology of peninsular Italy from the Iron Age down to the period of the Early Republic of Rome, with special focus on the culture of the Etruscans and their interaction with the Greeks and Romans. (Turfa, Division III) *Not offered in 2002-03.*

208. Ancient Near Eastern History
The history of ancient western Asia (Mesopotamia, Anatolia, Syria/Palestine) from the middle of the fourth millennium B.C.E. to the rise of the Persian Empire, emphasizing the written and archaeological sources. Topics include the rise of urbanism and state organization, the development and consequences of literacy, and the degree to which the contributions of different ethnic groups can be distinguished. (Ellis, Division III)
Not offered in 2002-03.

209. Aegean Archaeology
The prehistoric cultures of the Aegean area concentrating on Minoan Crete, Troy, the Aegean Islands and Mycenaean Greece. (Wright, Division III)
Not offered in 2002-03.

212. Art and Archaeology of the Hellenistic World
An examination of the material culture of the extended Mediterranean region, with special attention to the role of the figural arts in the political and cultural transformation of the classical world. (Donohue, Division III) *Not offered in 2002-03.*

214. The Evolution of Civilization in the Aegean
Prehistoric and protohistoric human societies in the Aegean basin (western coast of Turkey, Aegean Islands, mainland of Greece). Topics are the appearance of humans in the Paleolithic; the origins of agriculture and villages; craft production, exchange and the emergence of interaction spheres; the evolution of the Minoan and Mycenaean state-level societies; and their collapse and the conditions that led to the formation of the historic Greek period of city states. Methodological approaches are drawn upon examples from the Near East and the New World. Special sessions explore the role of women, theories of matriarchy and the "mother goddess," and the role of alcoholic beverages in societal formation. (Wright, Division III)
Not offered in 2002-03.

222. Alexander the Great
Alexander the Great achieved heroic status in his own time. This provided a basis for the Alexander mythology that endures to today in the popular media. This course uses archaeological and historical evidence through the centuries to reconstruct the life and afterlife of the figure of Alexander. (Miller-Collett, Division III)

223. Ancient Near Eastern Architecture and Cities
Building techniques, forms, and functions of structures, settlements and cities, effects of environment and social structure. (Ellis, Division III, cross-listed as Growth and Structure of Cities 223)
Not offered in 2002-03.

224. Women in the Ancient Near East
A survey of the social position of women in the ancient Near East, from the earliest sedentary villages to empires of the first millennium B.C.E. Topics include critiques of traditional concepts of gender in archaeology and of theories of matriarchy. A number of case studies illustrate the historicity of gender concepts: women's work in early village societies; the meanings of Neolithic female figurines; the position of women in early states; the representation of gender in the Gilgamesh epic and other Sumerian texts; the institution of the "Tawananna" (queen) in the Hittite empire; the indirect power of women such as Semiramis in the Neo-Assyrian palaces. Reliefs, statues, texts and more indirect archaeological evidence are the basis for the discussion of the historical examples. (Magee, Division III)

230. Archaeology and History of Ancient Egypt
The cultural, social and political development of Egypt from the beginning of settled communities in the Nile Valley to the end of the New Kingdom (ca. 5000 to 1100 B.C.E.), in both the African and the wider Near Eastern contexts. Emphasizes archaeological remains, but also makes use of documentary evidence. (Ellis, Division III)

236. Syro-Palestinian Archaeology
The archaeology of the Levant and its relationships with surrounding cultures from the Neolithic Period through the end of the Iron Age. Topics include the history of research and focus on the relationships among cultures within the area. (staff, Division III)
Not offered in 2002-03.

238. Land of the Buddha
This course uses archaeological evidence to reconstruct social and economic life in South Asia from ca. 1200 to 0 B.C.E. We examine the roles of religion, economy and foreign trade in the establishment of powerful kingdoms and empires that characterized this region during this period. (Magee, Division III)

240. Mesopotamia before 1600 B.C.E.
An examination of the development of Sumerian, Babylonian and Assyrian culture from the origins of village life to the fall of the Old Babylonian Dynasty. After a brief overview of the origins of food production and of Neolithic development, particular attention is paid to the origins of urbanism, writing, long-distance trade and other characteristics of social complexity; the Sumerian city-states of the Early Dynastic period and their social, religious and economic life; the appearance of other ethnic groups and their effect on cultural development; the founding and the fall of supra-regional empires; and the archaeological evidence for the life and ideologies of the ancient Mesopotamians. (Ellis, Division III) *Not offered in 2002-03.*

241. Mesopotamia after 1600 B.C.E.
An examination of the development of Babylonian and Assyrian culture from the so-called Dark Age following the end

of the Old Babylonian Dynasty, through the time of the "International Age" of the late second millennium B.C.E., the critical period of the transition from the Bronze to the Iron Age at the end of the millennium. Attention is given to the evidence for economic development and change as seen in the archaeological record; technological change and its effect on society and culture; the influence of foreign contacts and new peoples on Mesopotamian culture; and the ways in which religious ideas and political aspirations inform the art of the times. (Ellis, Division III)
Not offered in 2002-03.

302. Greek Architecture
The Greek architectural tradition and its historical development. (Wright, Division III; cross-listed as Growth and Structure of Cities 302)

303. Classical Bodies
An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of male and female concepts and standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times. (Donohue, Division III)
Not offered in 2002-03.

304. The Etruscans
An exploration of Etruscan culture from its origins in the Late Bronze Age to its gradual demise under Roman domination, with emphasis on its impact on the art and literature of Roman, Medieval and Renaissance Italy and the modern world. The archaeology of this non-Indo-European ethnic group includes DNA analysis of modern populations, new appreciation of the modes of urbanization (earlier in Italy than in many areas), and the studies of funerary practices, commerce, language and technology. Intensive studies of Etruscan art and architecture include pottery, tomb painting and terracotta manufacture. (Turfa, Division III) *Not offered in 2002-03.*

306. Monumental Painting
The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered. (Turfa, Division III)
Not offered in 2002-03.

308. Methods and Techniques of Pottery Analysis
Pottery is a fundamental means of establishing the relative chronology of archaeological sites and of understanding past human behavior. Included are theories, methods and techniques of pottery description, analysis and interpretation. Topics include typology, seriation, ceramic characterization, production, function, exchange and the use of computers in pottery analysis. Laboratory work on pottery in the department collec-

tions. Prerequisite: permission of instructor. (Magee, Division I or III)
Not offered in 2002-03.

312. The Eastern Mediterranean in the Late Bronze Age
This course will cover economic and cultural interactions among the Levant, Cyprus, Anatolia, Egypt and the Aegean. We will study the politics and powers in the Eastern Mediterranean ca. 1500 to 1100 B.C.E. — the Egyptian and Hittite empires, the Mitanni, Ugarit and Syro-Palestinian polities, Cyprus and the Mycenaeans. Topics include: metallurgy, mercantile systems, seafaring, the Sea Peoples, systems collapse, and interpretive issues when working with archaeological and historical sources. (Wright, Division III)

315. Cities and Sanctuaries of the Ancient Mediterranean
An exploration of urban models, with reference to the types of settlement and sanctuary encountered, with ethnic variations, throughout the Mediterranean basin following the Bronze Age up to the Roman Empire. Models include old cities developing from agglomerations of villages or as fortified acropolis sites; colonies initiated as emporia/commercial enterprises sponsored by multiple ethnic groups or by a "mother city." Sanctuaries are analyzed according to their different cults. Models developed in modern scholarship are examined critically with reference to the ancient literary sources and to recent archaeological finds.
(Wright, Division III; cross-listed as Growth and Structure of Cities 315)
Not offered in 2002-03.

316. Trade and Transport in the Ancient World
Issues of trade, commerce and production of export goods are addressed with regard to the Aegean cultures of the Late Bronze Age and the wider Mediterranean of the first millennium B.C.E. Crucial to these systems is the development of the means of transport for land and sea. Readings from ancient texts are targeted with the evidence of archaeological/underwater excavation and information on the commodities traded in antiquity. (Turfa, Division III; cross-listed as Growth and Structure of Cities 316)

318. Peasants, Traders, Bureaucrats: Economies in the Ancient Near East
An introduction to economic organization, including production, distribution and consumption in the Ancient Near East. After introducing some basic concepts, the character and problems of textual and archaeological sources are discussed. (Magee, Division III)
Not offered in 2002-03.

324. Roman Architecture (Scott, Division III; cross-listed as Classical Culture and Society 324) *Not offered in 2002-03.*

332. Archaeological Field Techniques
Learning to excavate, survey and understand resultant information is an important skill for field archaeologists. In this course we review advances in field techniques, conduct mock-surveys and excavations, and analyze data. We also examine how field techniques have affected (or been in response to) shifts in archaeological theory. (Magee, Division I or III)

351. The Phoenicians
Study of the origins of the Phoenicians in the Late Bronze-early Iron Age and their

dispersal throughout the Mediterranean, with special attention to the interactions in the West through the period of the Punic Wars. Prerequisite: 204 or permission of the instructor. (Turfa, Division III; cross-listed as Growth and Structure of Cities 357) *Not offered in 2002-03.*

398, 399. Senior Conference
A weekly seminar on common topics with assigned readings and oral and written reports. (Turfa, Donohue)

403. Independent Supervision (staff)

The Department of Classical and Near Eastern Archaeology sponsors the following courses in the Department of Greek, Latin and Classical Studies, which should be of interest to archaeology students (see page 196).

Classical Culture and Society
110. The World Through Classical Eyes (Donohue, Division III)

191. The World of the Greek Heroes: Icon and Narrative (Hamilton, Division III) *Not offered in 2002-03.*

Comparative Literature

Chairs:
Carol L. Bernstein
To be announced, *at Haverford College*

Advisory Committee at Bryn Mawr:
Elizabeth C. Allen
Nancy Dersofi
Francis Higginson
Maria Cristina Quintero
Azade Seyhan

Advisory Committee at Haverford:
Israel Burshatin
Rajeswari Mohan
Roberto Castillo Sandoval
Ulrich Schoenherr
David Sedley

Affiliated Faculty:
Including, but not limited to, faculty members from the Bryn Mawr College and/or Haverford College Departments of Africana Studies, Anthropology, East Asian Studies, English, French, German, Greek, History of Art, Italian, Latin, Music, Philosophy, Religion, Russian and Spanish.

The study of comparative literature situates literature in an international perspective; examines connections among literary history, literary criticism, critical theory and poetics; and works toward an understanding of the sociocultural functions of literature. Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature; among these are anthropology. philosophy, history, religion, classical studies, Africana studies, gender studies and cultural studies, as well as other arts.

Comparative literature students are required to have a reading knowledge of at least one foreign language adequate to

the advanced study of literature in that language. Some comparative literature courses may require reading knowledge of a foreign language as a prerequisite for admission. Students considering graduate work in comparative literature should also study a second foreign language.

Major Requirements
Requirements for the comparative literature major are: Comparative Literature 200: Introduction to Comparative Literature (normally taken in the sophomore year); six literature courses at the 200 level or above, balanced between two literature departments (of which English may be one) — at least two of these (one in each national literature) must be at the 300 level or above, or its equivalent as approved in advance by the adviser; one course in critical theory; two electives; Comparative Literature 398 and 399: Senior Seminar in Comparative Literature.

Honors
Students who, in the judgment of the advisory committee, have done distinguished work in their courses and in the senior seminar will be considered for departmental honors.

Minor Requirements
Requirements for the minor are: Comparative Literature 200 and 398, plus four additional courses — two each in the literature of two languages. At least one of these four courses must be at the 300 level. Students who minor in comparative literature are encouraged to choose their national literature courses from those with a comparative component.

Both majors and minors are encouraged to work closely with the chairs and members of the advisory committee in shaping their programs.

200. Introduction to Comparative Literature
This course explores a variety of approaches to the comparative or transnational study of literature through readings of several kinds: texts from different cultural traditions that raise questions about the nature and function of storytelling and literature; texts that comment on, respond to and rewrite other texts from different historical periods and nations; translations; and readings in critical theory. A reading list will be available in the fall semester. (Seyhan, Division III)

201. Cleopatra: Images of Female Power (Gaisser, staff, Division III; cross-listed as Classical Culture and Society 201) *Not offered in 2002-03.*

202. Culture and Interpretation (Krausz, Division III; cross-listed as Philosophy 202) *Not offered in 2002-03.*

209. Introduction to Literary Analysis: Philosophical Approaches to Criticism (Seyhan, Division I or III; cross-listed as German and German Studies 209 and Philosophy 209)

210. Women and Opera (Dersofi, Division III; cross-listed as Italian 210)

211. Primo Levi, the Holocaust and Its Aftermath (Patruno, Division III; cross-listed as Hebrew and Judaic Studies 209 and Italian 211)

212. Borges y sus lectores (Sacerio-Garí, Division III; cross-listed as Spanish 211) *Not offered in 2002-03.*

213. Approches critiques et théoriques (Higginson, Mahuzier, Sedley, Division III; cross-listed as French and French Studies 213) *Not offered in 2002-03.*

215. "Memoria negra": la literatura afro-hispánica en África y las Américas (Lima, Division III; cross-listed as Spanish 215)

216. Interpreting Mythology (Edmonds, Division III; cross-listed as Classical Culture and Society 275)

222. Aesthetics: the Nature and Experience of Art (Krausz, Division III, cross-listed as Philosophy 222)

229. Movies and Mass Politics (Tratner, Division III; cross-listed as English 229)

230. Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain (Dersofi, Quintero, Division III; cross-listed as Italian 230 and Spanish 230)

231. Cultural Profiles in Modern Exile (Seyhan, Division III; cross-listed as Anthropology 231 and German and German Studies 231)
Not offered in 2002-03.

234. Postcolonial Literature in English (Tratner, Division III, cross-listed as English 234)

245. Women's Narratives on Modern Migrancy, Exile and Diasporas (Seyhan, Division III; cross-listed as Anthropology 246, German and German Studies 245 and Growth and Structure of Cities 246)

251. Romantic Prose Fiction (Allen, Division III) *Not offered in 2002-03.*

257. Realism: Aesthetics and Ethics (Allen, Division III)
Not offered in 2002-03.

260. Ariel/Calibán y el discurso americano (Sacerio-Garí, Division III; cross-listed as Spanish 260)
Not offered in 2002-03.

269. Ecologies of Theater: Performance, Play and Landscape (Lord, Division III; cross-listed as Arts Program – Theater 270) *Not offered in 2002-03.*

270. Classical Heroes and Heroines (Gaisser, Division III; cross-listed as Classical Culture and Society 270)
Not offered in 2002-03.

279. Introduction to African Literature (Beard, Division III, cross-listed as English 279)

283. The Urban Novel (Bernstein, Division III; cross-listed as English 283 and Growth and Structure of Cities 283)

292. Introduction to Critical Theories (Tratner, Division III; cross-listed as English 292) *Not offered in 2002-03.*

298. The Cultural Politics of Memory (Bernstein, Division III; cross-listed as English 298)

302. Le printemps de la parole féminine: femmes écrivains des débuts (Armstrong, Division III; cross-listed as French and French Studies 302)
Not offered in 2002-03.

306. Film Theory (Kahana, Division II; cross-listed as English 306 and History of Art 306.)

318. The Matter of Troy (Kramer, Division III, cross-listed as English 318)

320. La France et ses Orients (Higginson, Division III; cross-listed as French and French Studies 320)

331. Queer Literature/Queer Theory (Rodriguez, Division III; cross-listed as English 331)

340. Topics in Baroque Art: Representation of Gender and Power in Habsburg Spain (McKim-Smith, Quintero, Division III; cross-listed as History of Art 340 and Spanish 340) *Not offered in 2002-03.*

343. Translating América: Theories of Latin/a American Subjectivity (Rodriguez, Division III, cross-listed as English 343)

346. Modernisms (Tratner, Division II, cross-listed as English 346) *Not offered in 2002-03.*

350. Voix médiévales et échos modernes (Armstrong, Division III; cross-listed as French and French Studies 350) *Not offered in 2002-03.*

352. Romanticism and Interpretation (Bernstein, Division III, cross-listed as English 352)

354. Topics in Art Criticism (Levine, Division III; cross-listed as History of Art 354) *Not offered in 2002-03.*

359. Sacrifice, Law and Identity (Elkins, Division III; cross-listed as Philosophy 359 and Political Science 359)

381. Post-Apartheid Literature (Beard, Division III; cross-listed as English 381) *Not offered in 2002-03.*

384. Theories of Fiction (Bernstein, Division III, cross-listed as English 384) *Not offered in 2002-03.*

387. Allegory in Theory and Practice (Hedley, Division III; cross-listed as English 387) *Not offered in 2002-03.*

392. National Bodies: Theories of Race, Gender and Sexuality in a Global Context (Rodriguez, Division III; cross-listed as English 392) *Not offered in 2002-03.*

393. Interpretive Strategies (Bernstein, Division III; cross-listed as English 393) *Not offered in 2002-03.*

398. Theories and Methods in Comparative Literature (Allen)

Haverford College currently offers the following courses in Comparative Literature:

205b. Studies in the Spanish-American Novel
208a. Museum Anthropology
210b. Spanish and Spanish-American Film Studies
212a. Classical Tradition in Western Literature
218a. The Western Dramatic Tradition
235a. Spanish-American Theater
250b. Quixotic Narratives
251a. Music, Film and Narrative

251b. Comparative Mystical Literature
252. Cinema francais/francophone et (post)colonialisme
295b. Interpretation and the Other
303b. Seminar in Religion, Literature and Representation
312. Advanced Topics: litterature antillaise
317a. Novels of the Spanish-American "Boom"
320. Literature and New Media: From the Gutenberg Galaxy to Cyberspace
350a. Writing, Self and Society
385a. Apocalyptic Literature: Visions of the End
387b. The Post-Modern: Theory and Fiction
399b. Senior Seminar

Computer Science

Coordinators:
Deepak Kumar
Steven Lindell, *at Haverford College*

Associate Professor:
David G. Wonnacott, *at Haverford College*

Assistant Professors:
Douglas S. Blank
Rebecca T. Mercuri
John Dougherty, *at Haverford College*

Affiliated Faculty:
Panama Geer
George E. Weaver Jr.
Theodore Wong

Computer science studies methods of solving problems and processes that manipulate and transform information. It is the science of algorithms — their theory, analysis, design and implementation. As such, it is an interdisciplinary field with roots in mathematics and engineering and applications in many other academic disciplines.

Computer science is a bi-college program, supported jointly by faculty at both Bryn Mawr and Haverford Colleges. Bryn Mawr offers computer science as a minor that can be combined with any major, depending on the student's preparation. Haverford offers computer science as an area of concentration, anchored in the Departments of Mathematics and Physics. Additionally, it is possible for students to propose an independent major in computer science (see page 66). The computer science program also strives to facilitate evolving interdisciplinary independent majors. For example, students can propose a major in cognitive science by combining relevant coursework from computer science and

disciplines such as psychology and philosophy.

Both Bryn Mawr's minor and Haverford's concentration emphasize foundations and basic principles of information science, rather than engineering or data-processing applications. Both colleges believe this approach to be the most consistent with the principles of scientific education in the liberal arts. The aim is to provide students with skills that transcend short-term fashions and fluctuations in computer hardware and software. Some of these skills are mathematical, while others come from the rapidly growing and maturing field of computer science itself.

Minor Requirements

The requirements for a minor in computer science at Bryn Mawr are Computer Science 110 or 205a; Computer Science 206; Mathematics 231; any two of Computer Science 240, 245, 246, 330, 340 or 345; and two electives chosen from any course in computer science at Bryn Mawr or Haverford, approved by the student's coordinator in computer science. As mentioned above, these requirements can be combined with any other major, depending on the student's interests and preparation. Students desiring to propose independent majors in computer science or related fields should work in close cooperation with their coordinator in computer science.

The requirements for the concentration at Haverford may be combined with existing mathematics and physics major requirements. Interested students should consult with the faculty coordinators listed above to develop an appropriate course schedule.

100b. The World of Computing
An introduction to the use of the computer for problem solving in any discipline, including an introduction to programming in a structured language (currently Pascal) with emphasis on the development of general problem-solving skills and logical analysis. Applications are chosen from a variety of areas, emphasizing the nontechnical. (Dougherty, Lindell, Division II or Quantitative Skills)

110. Introduction to Computer Science
An introduction to the nature, subject matter and branches of computer science as an academic discipline, and the nature, development, coding, testing, documenting and analysis of the efficiency and limitations of algorithms. Also includes the social context of computing (risks, liabilities, intellectual property, and infringement). (Blank, Mercuri, Division II or Quantitative Skills)

130a. Foundations of Rigorous Thinking
Develops rigorous thinking skills through the linguistic foundations of mathematics: logic and sets. Emphasis on using symbology to represent abstract objects and the application of formal reasoning to situations in computer science. (Lindell)

205a. Introduction to Computer Science
A rigorous year-long introduction to the fundamental concepts of computer science intended for students interested in doing more advanced work in technical and scientific fields. Includes the fundamental data structures of computer science and their algorithms. Examples and exercises will stress the mathematical aspects of the discipline, with a strong

emphasis on programming and analytical problem-solving skills. Students without a strong (secondary school) mathematics or programming experience should take Computer Science 100 instead.
(Dougherty, Division II or Quantitative Skills)

206. Introduction to Data Structures
Introduction to the fundamental algorithms and data structures of computer science: sorting, searching, recursion, backtrack search, lists, stacks, queues, trees, graphs, dictionaries. Introduction to the analysis of algorithms. Prerequisite: Computer Science 205 or 110, or permission of instructor. (Blank, Kumar, Dougherty, Division II or Quantitative Skills)

207b. Computing Across the Sciences
This course presents an integrated interdisciplinary survey of computational techniques for investigating natural phenomena such as genomics, galactic dynamics, image analysis and molecular dynamics. It will include discussion of the applications of each technique in different scientific disciplines. Prerequisite: Mathematics 114 (or 120 or 121) and two semesters of an introductory course in any of the sciences. (Wonnacott, Division II) *Not offered in 2002-03.*

210a. Linear Optimization and Game Theory
Covers in depth the mathematics of optimization problems with a finite number of variables subject to constraints. Applications of linear programming to the theory of matrix games and network flows are covered, as well as an introduction to nonlinear programming. Empha- sis is on the structure of optimal solutions, algorithms to find them, and the underlying theory that explains both. (Greene, Division II or Quantitative Skills)
Not offered in 2002-03.

212a. Computer Graphics
Presents the fundamental principles of computer graphics: data structures for representing objects to be viewed, and algorithms for generating images from representations. Prerequisite: Mathematics 203 or 215, or permission of instructor. (Dougherty) *Not offered in 2002-03.*

231. Discrete Mathematics
An introduction to discrete mathematics with strong applications to computer science. Topics include set theory, functions and relations, prepositional logic, proof techniques, recursion, counting techniques, difference equations, graphs and trees. (Weaver, Division II or Quantitative Skills; cross-listed as Mathematics 231)

235a. Information and Coding Theory
Covers the mathematical theory of the transmission (sending or storing) of information. Included are encoding and decoding techniques, both for the purposes of data compression and for the detection and correction of errors.
(Lindell)

240a. Principles of Computer Organization
A lecture/laboratory course studying the hierarchical design of modern digital computers. Combinatorial and sequential logic elements; construction of microprocessors; instruction sets; assembly language programming. Lectures cover the theoretical aspects of machine architecture. In the laboratory, designs discussed in lecture are constructed in software. Prerequisite: Computer Science 206 or permission of instructor. (Wonnacott, Division II) *Not offered in 2002-03.*

245. Principles of Programming Languages
An introduction to a wide range of topics relating to programming languages with an emphasis on abstraction and design. Design issues relevant to the implementation of programming languages are discussed, including a review and in-depth treatment of mechanisms for sequence control, the run-time structure of programming languages and programming in the large. The course has a strong lab component where students get to construct large programs in at least three different imperative programming languages. (Blank, Division II or Quantitative Skills)

246. Programming Paradigms
An introduction to the nonprocedural programming paradigms. The shortfalls of procedural programming derived from the von Neumann model of computer architectures are discussed. An in-depth study of the principles underlying functional programming, logic programming and object-oriented programming. This course has a strong lab component where students construct programs in several programming languages representative of the paradigms. Prerequisite: Computer Science 205a or 110. (Mercuri, Division I or Quantitative Skills)

320. Numerical Analysis
Introduction to computer-based analysis with applications in various fields. Topics include linear and nonlinear systems, eigenvalue problems, interpolation, numerical integration and differentiation, solution of differential and integral equations. Prerequisite: Mathematics 102 at Bryn Mawr or Mathematics 114 at Haverford. (Roelofs)
Not offered in 2002-03.

330. Algorithms: Design and Practice
This course examines the applications of algorithms to the accomplishments of various programing tasks. The focus will be on understanding of problem-solving methods, along with the construction of algorithms, rather than emphasizing formal proving methodologies. Topics include divide and conquer, approximations for NP-Complete problems, data mining and parallel algorithms. Prerequisites: Computer Science 206 and 231. (staff, Division II or Quantitative Skills)
Not offered in 2002-03.

340b. Analysis of Algorithms
Qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Performance bounds, asymptotic and probabilistic analysis, worst-case and average-case behavior. Correctness and complexity. Particular classes of algorithms such as sorting and searching are studied in detail. Prerequisites: Computer Science 206 and some additional mathematics at the 200 level, or permission of instructor. (Lindell)

345b. Theory of Computation
Introduction to automata theory, formal languages and complexity. Introduction to the mathematical foundations of computer science: finite state automata, formal languages and grammars, Turing machines, computability, unsolvability and computational complexity. Prerequisites: Computer Science 206, and some additional mathematics at the 200 level, or permission of instructor. (staff)
Not offered in 2002-03.

350. Compiler Design: Theory and Practice
An introduction to compiler and interpreter design, with emphasis on practical solutions, using compiler-writing tools in UNIX and the C programming language. Topics covered include lexical scanners, context-free languages and pushdown automata, symbol table design, run-time memory allocation, machine language and optimization. (Mercuri)

355b. Operating Systems: Theory and Practice
A practical introduction to modern operating systems, using case studies from UNIX, VMS, MSDOS and the Macintosh. Lab sessions will explore the implementation of abstract concepts, such as resource allocation and deadlock. Topics include file systems, memory allocation schemes, semaphores and critical sections, device drivers, multiprocessing and resource sharing.
(Wonnacott) *Not offered in 2002-03.*

371. Cognitive Science
Cognitive science is the interdisciplinary study of intelligence in mechanical and organic systems. In this introductory course, we examine many topics from computer science, linguistics, neuroscience, mathematics, philosophy and psychology. Can a computer be intelligent? How do neurons give rise to thinking? What is consciousness? These are some of the questions we will examine. No prior knowledge or experience with any of the subfields is assumed or necessary. Prerequisite: permission of instructor. (staff) *Not offered in 2002-03.*

372. Introduction to Artificial Intelligence
Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots. (Kumar, Division II or Quantitative Skills; cross-listed as Philosophy 372)

376. Androids: Design and Practice
This course examines the possibility of human-scale artificial mind and body. It discusses artificial-intelligence methods for allowing computers to interact with humans on their own turf: the real world. It examines the science of robotics (including vision, speech recognition and navigation) and their intelligent control (including planning, creativity and analogy-making). Prerequisite: permission of instructor. (staff) *Not offered in 2002-03.*

380. Recent Advances in Computer Science
A topical course facilitating an in-depth study on a current topic in computer science. Prerequisite: permission of instructor. (Blank, Division II)

392a. Advanced Topics: Parallel Processing
This course provides an introduction to parallel architecture, languages and algorithms. Topics include SIMD and MIMD systems, private memory and shared memory designs; interconnection net-

works; issues in parallel language design including process creation and management, message passing, synchronization and deadlock; parallel algorithms to solve problems in sorting, search, numerical methods and graph theory. Prerequisite: Computer Science 240; 246 and 355 are also recommended. (Dougherty, Division II) *Not offered in 2002-03.*

394b. Advanced Topics in Discrete Mathematics and Computer Science (Lindell) *Not offered in 2002-03.*

In addition to the courses listed above, the following courses are also of interest.

General Studies
213. Introduction to Mathematical Logic
303. Advanced Mathematical Logic

Mathematics (at Haverford)
222a. Scientific Computing
237a. Logic and the Mathematical Method

Physics
306. Mathematical Methods in the Physical Sciences
322. Solid-State Physics

East Asian Studies

Professor:
Paul J. Smith, *Co-chair, at Haverford College*

Associate Provost:
Suzanne Spain, *Co-chair*

Associate Professor:
Haili Kong, *at Swarthmore College*

Assistant Professors:
Hank Glassman, *at Haverford College*
Shizhe Huang, *at Haverford College*

Senior Lecturer:
Yoko Koike, *at Haverford College*

Lecturers:
Tz'u Chiang
Youngmin Kim
Xiaoling Yin

Instructors:
Yukino Tanaka, *at Haverford College*

Affiliated Faculty:
Including, but not limited to, faculty members from the Bryn Mawr College and/or Haverford College Departments of Anthropology, Growth and Structure of Cities, History, History of Art, Music, Philosophy, Psychology and Religion.

The East Asian Studies program is a bi-college program that links rigorous language training to the text-based study of Chinese and Japanese culture. Since its establishment in the mid-1980s, the program has grown steadily and now offers a major designed for those who wish to study the languages and cultures of China and Japan, providing a full array of language instruction from elementary through advanced levels, and comprehensive cultural courses taught in English or in Chinese at the advanced level. Korean, Vietnamese and other East

Asian language courses are available at the University of Pennsylvania. Faculty members are appointed to the program at Bryn Mawr and Haverford; in addition, affiliated faculty in other departments and programs regularly contribute core courses to the curriculum. Chinese offerings are also regularly enriched by a course provided by a faculty member from Swarthmore.

Students majoring in East Asian Studies are expected to focus their studies in one culture, usually that of the language they study. Majors work closely with their advisers to construct a coherent course of study, which includes the senior conference and writing a thesis. By graduation, majors will have completed at least three years of study of an East Asian language. Further language study is encouraged, especially for students entering academic graduate programs.

Major Requirements

Requirements for the major are:

1. Completion of the third-year level of (Mandarin) Chinese or Japanese as taught in the bi-college program, or the equivalent proficiency as certified by the program. Students who entered college with native-level fluency in one East Asian language will be required to begin the study of another.
2. Two non-language introductory courses, Chinese Civilization (East Asian Studies 131) and Japanese Civilization (East Asian Studies 132). This requirement should be fulfilled by the end of the sophomore year, and preferably during the first year.
3. Four non-language courses chosen with the help of a faculty advisor to create a coherent course of study. Most of this coursework should be in the region (usually China or Japan) corresponding to the language of focus. Special arrangements may be possible for a focus on Korea. At least one of the four courses must be at the 300 level, and another must be either comparative or on a region other than the region of focus.
4. A full-year senior conference. In the fall the senior conference addresses theoretical and methodological issues pertaining to the study of East Asia and introduces students to research methods. The spring is devoted to writing the senior thesis, which is due a week before the end of classes.
5. A comprehensive oral examination — the culmination of the work in the major — will be given in the spring of the senior year. Each major will meet with a committee of at least two East Asian Studies faculty to discuss topics and books to be selected in advance. At the discretion of the East Asian Studies program, an oral defense of the thesis may be substituted for this requirement.
6. Beginning with the class of 2006, majors will be required to take Sophomore Seminar (East Asian Studies 200) in the spring of their sophomore year, which will introduce them to the methodologies and practices of the discipline.
7. Students who enter college without a background in Chinese or Japanese will have to complete the first two years of language study as a prerequisite for the third-year level that is required by the major. Such students are strongly urged to begin their language training in the first year of college.

Placement Tests
Placement tests for first-time students at all levels are conducted in the first week of the fall semester. Beginning in the fall of 2002, to qualify for third-year courses (both Chinese and Japanese), students need to have a 3.0 average in second-year language study or take a placement test in the beginning of the third-year course. In the event that students do not score 3.0 or above at the end of the second-year language study, they must consult with the director of the respective language program and work out a summer study plan that may include, but is not limited to, taking summer courses or studying on their own under supervision.

Honors
Honors in East Asian Studies will be awarded by the program faculty on the basis of superior performance in three areas: coursework in major-related courses (including language classes), the senior thesis and the oral defense. A 3.5 average in major-related coursework is considered the minimum necessary for consideration for honors.

Concentration Requirements
A concentration in East Asian Studies is also offered in conjunction with other majors, in order to give recognition to a student's studies in an East Asian language and culture. Concentrators are expected to include a significant East Asian component in their senior work for their major.

The concentration in East Asian Studies may be declared in conjunction with most majors at Bryn Mawr. Students interested in becoming concentrators should consult with their major adviser and the chair of East Asian Studies.

The requirements for the concentration are:

1. Completion of the second-year level of language study in either (Mandarin) Chinese or Japanese as taught in the program, or equivalent proficiency in another East Asian language such as Korean.
2. One introductory survey course on East Asia, usually Chinese Civilization (East Asian Studies 131) or Japanese Civilization (East Asian Studies 132).
3. Four additional courses related to the area of focus, of which no fewer than two and no more than three will also form part of the student's major.
4. A senior thesis.

It is expected that departmental senior theses will address issues concerning the concentrator's area of focus in East Asia. Where this is impossible, a concentrator may write a separate paper or expand on work done for East Asian courses. Concentrators will be permitted to enroll in the senior conference for East Asian Studies majors with the permission of the chair at their campus. Because the successful operation of the concentration depends on close cooperation between the associated departments on two campuses, students are urged to declare their intent to concentrate in East Asian Studies by the end of the first semester of their junior year.

Minor Requirements
A new minor in East Asian Studies has been approved. Students should take at least six courses under either of the two plans:

- *Plan A*: two semesters of language study at the intermediate level or above and four culture courses (e.g.,

anthropology, architecture, art, city planning, history, literature, religion)

- *Plan B*: four semesters of language study at the intermediate level or above and two culture courses (e.g., anthropology, architecture, art, city planning, history, literature, religion)

Study Abroad

To maximize language proficiency, majors are advised to consider study abroad in their junior year for either a semester or a full year, depending on the number of East Asian Studies courses they have completed prior to their junior year. Both Bryn Mawr and Haverford have working arrangements with an array of study abroad centers.

Formal approval is required by the study abroad adviser prior to the student's travel. Without this approval, credit for courses taken abroad may not be accepted by the program.

If studying abroad is not practical, students may consider attending certain intensive summer schools approved by the program. These plans must be worked out in concert with the program's study abroad adviser and the student's dean.

131a. Chinese Civilization

A broad chronological survey of Chinese culture and society from the Bronze Age to the present, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies. (Kim, Division I or III)

132b. Japanese Civilization

A broad chronological survey of Japanese culture and society from the earliest times to the present, with special reference to such topics as belief, family language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies.
(Glassman, Division I or III)

200. Sophomore Seminar, Methods and Approaches in East Asian Studies

This course introduces current and prospective majors to the scope and methods of East Asian Studies. It employs readings on East Asian history and culture as a platform for exercises in critical analysis, bibliography, cartography, and the formulation of research topics and approaches. It culminates in a substantial research essay. A prerequisite for East Asian Studies majors, the course should be taken in the second semester of the sophomore year; in some circumstances it may be taken in the second semester of the junior year. The course is also open to minors and concentrators in East Asian Studies as an elective. (Smith, Division III)

201. Introduction to Buddhism

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion.
(Glassman, Division III)

210. Topics in Chinese Culture

An introduction to Chinese philosophy. (Kim, Division III)

228b. The Logos and the Tao

This course challenges the postmodern construction of "China" as the (feminine) poetic "Other" to the (masculine) metaphysical "West" by analyzing postmodern concepts of word, image and writing in relation to Chinese poetry, painting

and calligraphy. (Wright, Division III, cross-listed as Philosophy 228)
Not offered in 2002-03.

229. Comparative Urbanism
McDonogh, Division I; cross-listed as Anthropology 229 and Growth and Structure of Cities 229)

231. East Asian Calligraphy: Theory and Practice
A comprehensive overview of the origins, evolution and artistic significance of East Asian calligraphy. A comprehensive approach will be used in analyzing brush techniques, writing styles and the construction of characters. Interactive workshops in calligraphy, special guest lectures, and trips to museums for East Asian calligraphy and painting exhibitions will be incorporated into the course. (staff, Division III)
Not offered in 2002-03.

234. The Cultural Identities of Korea
(Kim, Division III)

242. Chinese Language in Culture and Society
An examination of the use and function of the Chinese language in culture and society, both within mainland China and in the Chinese diaspora. Topics include: language standardization, language planning, language and dialects, language and ethnicity, language and politics, and linguistic construction of self and community. (Huang, Division I)

244b. Anthropology of China
Social institutions, cultural idioms, and forms of representation in and of Chinese society over the past 150 years. Through investigations of ethnographic monographs, missionary records, memoirs and realist fiction, we develop skills in social analysis and cultural critique, and enrich our understanding of contemporary Chinese society. (Gillette, Division I)

256. Zen Thought, Zen Culture, Zen History
Introduction to the intellectual and cultural history of the style of Buddhism known as Zen in Japanese. The development and expression of this religious movement in China, Korea, Japan and Vietnam will be examined. (Glassman, Division III)

260. Mid-Imperial China
Surveys the fundamental transformation of Chinese society between the ninth and 16th centuries, with particular stress on the rise of a literocentric elite; Neo-Confucianism's impact on social and gender relations; fraught relations between China and the steppe; and China's role in the premodern global economy. (Smith, Division I or III)

282. Structure of Chinese
This course is designed to acquaint students with both the syntactic and semantic structures of Mandarin Chinese and the theoretical implications they pose to the study of natural language. Students will have an opportunity to further their understanding of linguistic theories and to develop skills in systematically analyzing a non-Indo-European language. Prerequisite: General Programs 262 or consent of the instructor. (Huang, Division I) *Not offered in 2002-03.*

310. Religion and Gender in Premodern Japanese Literature
Examination of the intersection of religion and gender in Japanese literature from the eighth through the 16th cen-

turies; from Japanese creation myths to Lady Murasaki's courtly *Tale of Genji* and the homoerotic Buddhist literature of the late medieval period. The course assumes no prior academic experience in gender studies, literature, religion or Japanese culture. All sources are in English translation. (Glassman, Division III) *Not offered in 2002-03.*

325. Topics in Chinese History and Culture: Modern Chinese Intellectual History (Kim, Division III)

398. Senior Conference
Critical analysis of the theoretical and methodological implications of Orientalism for the study of East Asia, followed by oral and written presentations of a senior project. Required of all majors; open to concentrators and others by permission. (Glassman, Kim)

399. Senior Conference
Thesis. (Glassman, Kim)

East Asian Languages

The East Asian Studies program welcomes students who wish to combine their interests in East Asian languages with the study of an East Asian culture. These students are urged to consult the coordinator of East Asian Studies on either campus, who will advise them on creating individual plans of study in appropriate departments.

Chinese

Shizhe Huang, *Director*
Tz'u Chiang
Haili Kong, *at Swarthmore College*
Xiaoling Yin

001-002. Intensive Elementary Chinese
An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Five hours a week of lecture and oral practice; also individual conversation. This is a year-long course; both semesters are required for credit. (Yin)

003-004. Intermediate Chinese
Language skills in speaking, listening, reading and writing are further developed through carefully designed practices. Oral proficiency is enhanced by dramatization of situational topics, and written skills by regular composition writing. Both reading and writing are in Chinese characters only. Classes three hours, lab two hours a week. This is a year-long course; both semesters are required for credit. Prerequisite: Chinese 001, 002 or equivalent. (Huang)

005-006. Chinese for Advanced Learners
Language skills in reading and writing are further developed. This course is suited for students who have good oral proficiency. Classes three hours a week. This is a year-long course; both semesters are required for credit. Prerequisite: placement test. (Chiang)

01, 202. Advanced Chinese: Readings in the Modern Chinese Short Story and Theater
A focus on overall language skills through reading and discussion of modern short stories, as well as on students' facility in written and oral expression through readings in modern drama and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio- and videotapes of drama and films are used as study aids. Prerequisite: Intermediate (second-year) Chinese or permission of instructor. (Chiang, Division III)

03, 204. Beginning Classical Chinese
Prerequisites: Elementary and Intermediate Chinese or Japanese, or permission of instructor. *Not offered in 2002-03.*

301, 302. Readings in the Humanities
Development of language ability in the areas of modern Chinese literature, history and/or philosophy. Speaking and reading skills are equally emphasized through a consideration of the intellectual, historical and social significance of representative works. Prerequisite: Chinese 202 or permission of instructor. (Yin)

Japanese

Yoko Koike, *Acting Director*
Hank Glassman
Yukino Tanaka

001-002. First-Year Japanese (Intensive)
Introduction to the four basic skills (reading, writing, speaking and listening) with special emphasis on the development of conversational fluency in sociocultural contexts. Lecture and oral practice seven hours, language lab at least two hours a week. This is a year-long course; both semesters are required for credit. (Koike)

003-004. Second-Year Japanese (Intensive)
A continuation of First-Year Japanese, focusing on the further development of oral proficiency, reading and writing skills. Lecture and oral practice seven hours, language lab at least two hours a week. This is a year-long course; both semesters are required for credit. Prerequisite: Japanese 001, 002 or equivalent. (Koike, Tanaka)

101, 102. Third-Year Japanese
A continuation of language study with further development of oral proficiency. Emphasis is on reading and discussing simple texts. Advanced study of grammar and kanji; introduction to composition writing. Class three hours and oral practice one hour a week, and work in the language lab. Prerequisite: Japanese 003, 004 or equivalent. (Koike, Tanaka)

201, 202. Fourth-Year Japanese
Advanced study of written and spoken Japanese using texts and audiovisual materials. Prerequisites: Japanese 101, 102 or equivalent and permission of instructor. (Glassman, Koike)

Economics

Associate Professors:
Janet Ceglowski
(on leave, semester II 2003)
Harriet B. Newburger, *Chair*
David R. Ross

Assistant Professor:
Scott Redenius

Visiting Assistant Professor:
Duncan Black

The economics curriculum consists of courses given at Bryn Mawr and Haverford. It is designed to provide an understanding of economic processes and institutions and the interactions among economic, political and social structures; it trains undergraduates in the methods used to analyze those processes and institutions and enables them to make policy judgments.

Economics 105 (or 101 and 102 at Haverford) introduces the theories and operating characteristics of modern economies that an educated person should understand; it also prepares students for further work in economics and business. Courses in the 130 series apply the theories and tools learned in Economics 105 to current issues in economic policy and analysis.

The group of intermediate 200-level courses offers a full range of topics in the discipline and is intended to meet a variety of student interests. Two advanced theory courses (Economics 300 and 302) examine in depth the workings of the price system in allocating economic resources and the aggregate processes that determine employment, inflation and growth. When combined with the tools of quantitative empirical analysis (Economics 203 and 304), these courses supply a methodological and theoretical foundation for those planning to use economics in their professional careers. Advanced seminars provide a critical appreciation for the process of economic research through careful evaluation of professional journal articles and written work, including the senior research paper.

Major Requirements

Requirements for the major are 10 semester courses in economics, including Economics 105: Principles of Economics; Economics 203: Statistical Methods in Economics; Economics 300: Microeconomic Analysis; Economics 302: Macroeconomic Analysis; plus at least two additional semester courses of 300-level work. At least eight of the 10 required courses must be taken above the 100 level and have Economics 105 as a prerequisite. At least one course that requires a substantial research paper must be taken, preferably in the senior year. Economics 306, 313, 314, 316, 322, 324, 325, 326 and 331 either require or can incorporate such a paper.

Students should carefully consult individual course descriptions for prerequisites, which can differ between Bryn Mawr and Haverford. In most cases, Economics 101 and 102 at Haverford may substitute for Economics 105 at Bryn Mawr; while 105 and an additional elective substitute for 101 and 102 at Haverford. Depending on the topics covered, Economics 105 with a grade of 3.0 or higher may substitute for Economics 101 or 102. Mathematics 101 (or equivalent) is a prerequisite for Economics 300, 302 and 304 at Bryn Mawr; Mathematics 102 (or equivalent) is a prerequisite for Economics 300 and 302 at Haverford.

Prospective majors in economics are advised to take Economics 105 (or 101 and 102 at Haverford) by the end of the first semester of sophomore year. Economics 203 and either Economics 300 or 302 must be completed by the end of the junior year; Economics 300 and 302 must both be completed by the end of first semester of senior year. Students whose grade in Economics 105 (or Economics 101 and 102 at Haverford) is 2.3 or below are advised not to major in economics. Students planning to spend junior year studying abroad must complete Economics 105 (or 101 and 102) and 203, and preferably one other 200-level course, by the end of sophomore year. It is suggested that two or three 200-level courses be taken as background for 300-level courses. Members of the department should be consulted about desirable sequences of courses.

Students intending to pursue graduate work in economics should take Economics 304 and consider a minor in Mathematics: Mathematics 201, 203 and appropriate additional courses. Consult with members of the Department of Mathematics as early as possible, ideally by the end of the sophomore year.

Honors

An economics major whose average in economics courses at the beginning of the second semester of senior year is 3.7 or better is invited to become a candidate for the degree with honors in economics. Honors are awarded on the basis of a student's performance on a comprehensive examination administered by the department, the department's evaluation of a paper that the student submits as an example of her "best" work, and the student's performance in all her economics courses, including those taken in the second semester of senior year. Average grades of 3.7 for the paper and the comprehensive examination are required for a student to graduate with honors.

Minor Requirements

Requirements for the minor in economics include Economics 105 (or 101 and 102), 203 and a coherent selection of four or more additional courses approved by the department chair. For information about the International Economic Relations Program, see page 221.

105. Principles of Economics

An introduction to micro- and macroeconomics: opportunity cost, supply and demand; consumer choice, the firm and output decisions; market structures; efficiency and market failure; the determination of national income, including government spending, money and interest rates; unemployment, inflation and public policy. (staff, Division I)

132. Free Trade: Rhetoric and Reality

An introduction to international economics through policy issues and problems. In addition to the economic foundations of free trade, possible topics include uses and abuses of trade protection; labor standards; immigration; bilateral trade tensions; and multilateral trade agreements. Prerequisite: Economics 105, or 101 and 102. (Ceglowski, Division I)
Not offered in 2002-03.

134. WTO, EU, NAFTA and All That

Basic theory of international trade. Bilateralism versus Multilateralism in trade policy since 1945. The development of GATT, EU, ASEAN, NAFTA. Regional versus worldwide trade. The growing range of issues covered in trade policy — tariffs, public procurement,

environmentalism, labor conditions, intellectual property rights, services, Third World countries and the New World Economic Order. Prerequisite: Economics 105, or 101 and 102. (staff, Division I) *Not offered in 2002-03.*

136. Working with Economic Data
Applies the theory learned in Principles of Economics to the quantitative analysis of economic data; uses spreadsheets and other tools to collect and judge the reliability of economic data. Topics may include evaluating alternative measures of income inequality and poverty; unemployment, national income and other measures of economic well-being; cost-benefit of public and private investments; construction of price indices and other government statistics; and evaluating economic forecasts. Prerequisite: Economics 105 or 102. (Ross, Division I or Quantitative Skills; cross-listed as Growth and Structure of Cities 136)

203. Statistical Methods in Economics
Frequency distributions, probability and sampling theory, simple correlation and multiple regression, and an introduction to econometric terminology and reasoning. The computer techniques required are developed as part of the course. Prerequisites: Economics 105, or 101 and 102, sophomore standing and permission of instructor. (Redenius, Quantitative Skills)

204. Economics of Local Government Programs
Elements of state and local public finance are combined with policy analysis. The course focuses on areas such as education, housing, local taxes, and interaction between central city and suburban governments. Each is examined from the standpoint of economic theory, then in terms of actual programs that have been carried out. Relevance of the economic theory is evaluated in light of lessons learned from program implementation. Examples are drawn from the Philadelphia area. Prerequisite: Economics 105 or 101. (staff, Division I)

206. International Economics
International exchange in the nonproduction situation. Comparative advantages, the Heckscher-Ohlin theorem and the gains from trade. Empirical studies of the basis of U.S. trade. Price agreements on primary commodities. Market structure, multinational firms and foreign investment. Tariff theory and trade between industrialized and developing countries. Prerequisites: Economics 105, or 101 and 102. (staff, Division I)

207. Money and Banking
Analysis of the development and present organization of the financial system of the United States, focusing on the monetary and payment systems, financial markets and financial intermediaries. Prerequisites: Economics 105, or 101 and 102. (Redenius, Division I)

213. Taming the Modern Corporation
Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety, environmental pollution and truth in advertising. Prerequisite: Economics 101 or 105. (Ross, Division I; cross-listed as Growth and Structure of Cities 213)

214. Public Finance
Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; U.S. tax structure and incidence; multigovernment public finance. Prerequisites: Economics 105, or 101 and 102. (Newburger, Division I; cross-listed as Growth and Structure of Cities 214)

216. International Finance and Economic Policy
The balance of payments and theories of its determination; fixed and flexible exchange rates; the dollar's behavior in exchange markets; the Eurodollar market and the European monetary system; public policy for internal and external balance; international debt problems. Prerequisites: Economics 105, or 101 and 102. (Ceglowski, Division I)

221. U.S. Economic History
Study of the evolution of the economy of what is today the United States from the period of European settlement through the Great Depression. The course examines the roles played by technology, the environment, government and the nation's evolving economic institutions on the course of its economic development. Prerequisites: Economics 105, or 101 and 102. (Redenius, Division I; cross-listed as Growth and Structure of Cities 221.) *Not offered in 2002-03.*

222. History of Economic Thought
Examination of the Mercantilists, the Physiocrats, Smith, Malthus, Ricardo, Marx, Mill, Marshall and Keynes. Emphasis on the development of economic theory; also economic growth and the stationary state, value and distribution, and the role of the state. Prerequisites: Economics 101, 102, or 105. (staff, Division I) *Not offered in 2002-03.*

230-249. Topics in Economics
Courses in the 230-249 series deal with contemporary problems from the economist's viewpoint. They are offered as demand and staffing permit. Courses offered in recent years are listed below. Students should consult the instructor about prerequisites.

234. Environmental Economics
Introduction to the use of economic analysis to explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing nonmarket benefits and costs; linkages among environmental quality, economic growth and income distribution. Prerequisites: Economics 105, or 101 and 102. (Ross, Division I)

300. Intermediate Microeconomic Analysis
Systematic development of the analytical framework underlying the behavior of consumers and firms. Determination of price; partial and general equilibria; welfare economics. Application to current economic problems. Prerequisites: Economics 105, or 101 and 102, Mathematics 101 (or equivalent), junior standing or sophomore standing and one 200-level economics elective.
(Newburger, Division I)

302. Intermediate Macroeconomic Analysis
Theoretical foundations of income determination, monetary phenomena, and fluctuations in price levels and employment; introduction to dynamic process; economic growth. Prerequisites: Economics 105, or 101 and 102, Mathematics 101 or equivalent, and sophomore standing. (Ceglowski, Division I)

304. Introduction to Econometrics
The econometric theory presented in Economics 203 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: Economics 203, 300, or both 302 and Mathematics 201. (Ross, Division I)

306. Advanced International Economic Policy
Advanced models of economic integration; trade and economic change in developed and developing economies; foreign capital movements; exchange-rate determination. Prerequisites: Economics 206 and 216. (Ceglowski, Division I)

313. Industrial Organization and Public Policy
Examination of the ways in which market structure and firm behavior interact to affect the performance of American industry. Topics include the dynamics of oligopolistic rivalry; competitive strategy; and the impact of antitrust legislation. Prerequisites: Economics 203, 213 and 300. (Ross, Division I)

314. Topics in Social Policy
Supervised work in social policy. Topics may include state and local finance, focusing on differences in resources and expenditures among communities and the role of intergovernmental transfers; the extent and sources of poverty among individuals in the United States and the results of government programs to alleviate it; and discrimination, particularly in housing. Prerequisites: Economics 203, 300 and at least one course among 204, 208, 214 or 215, or permission of instructor. (Newburger, Division I; cross-listed as Growth and Structure of Cities 314)

320. Research Seminar on the Financial System
Advanced study of topics involving the monetary and payment systems, financial markets and financial intermediaries from a microeconomic perspective. Each student will engage in a semester-long research project on a relevant topic of interest. Group meetings will involve presentation and discussion of research in progress. Prerequisites: Economics 207, 300 and permission of instructor. (Redenius)

322. Issues in Macroeconomics: Theory, Policy, History
Several timely issues in macroeconomic theory and policymaking are examined in depth. Possible topics include the implications of chronic deficit spending, the effectiveness of fiscal and monetary policies, growth and productivity. Prerequisites: Economics 203 and 302. (staff, Division I) *Not offered in 2002-03.*

324. Seminar on the Economics of Poverty and Discrimination
Typically includes three modules covering topics in poverty and discrimination,

wo of which are chosen by the instruc-
or; the third is chosen jointly by the
nstructor and the students. Examples
nclude housing and labor market dis-
rimination; distributional issues in edu-
ational finance; growth of inequality in
ne United States. Prerequisites: Eco-
omics 203, 300 and at least one course
mong 204, 208, 214 or 215, or permis-
ion of instructor. (Newburger, Division
; cross-listed as Growth and Structure of
ities 324)

26. Open Economy Macroeconomics
dvanced theory and policy with respect
o aggregate international economic
ssues. Topics include international
nobility of saving and investment flows;
nternational transmission of economic
isturbances; domestic impacts of inter-
ational economic policies; and causes
nd consequences of balance of pay-
nents disequilibria. Each student does a
emester-long research project on a rele-
ant topic of interest. Prerequisites:
conomics 216, 302 and permission of
nstructor. (Ceglowski, Division I)
Not offered in 2002-03.

03. Supervised Work
An economics major may elect to do
ndividual research. A semester-long
esearch paper is required; it satisfies the
00-level research paper requirement.
tudents who register for 403 must sub-
nit an application form before the begin-
ing of the semester (the form is avail-
ble from the department chair). The per-
nission of both the supervising faculty
nember and department chair is
equired.

Haverford College currently offers the following courses in economics:

203. Statistical Methods in Economics
205b. Corporate Finance
209b. Law and Economics
211a. The Soviet System and Its Demise
225a. Developing Economics
230a. Privatization of State and Local Government
247. Financial Accounting
300a. Intermediate Microeconomic Analysis
302b. Intermediate Macroeconomic Analysis
304b. Introduction to Econometrics
311a. Theory of Non-Cooperative Games
332b. Managerial Economics

Education

Director and Assistant Professor of Education:
Alison Cook-Sather

Field Placement Coordinator and Bryn Mawr College Adviser:
Robyn Newkumet

Program Administrator and Haverford College Adviser:
Shirley Brown

Lecturers:
Jody Cohen
Alice Lesnick
Robin Maitra

Education is an interdisciplinary area of study drawing on the fields of anthropology, economics, history, linguistics, philosophy, psychology, public policy and sociology. Education courses invite recognition and analysis of the dialectic between theory and practice and of the connections between what we learn, why we learn, how we learn, and how all learning fits into larger historical, philosophical, psychological and socioeconomic patterns.

The Bryn Mawr/Haverford Education Program offers three options to students interested in education. Students may:

1. Complete a sequence of courses leading to state certification to teach at the secondary (grades 7-12) level in Pennsylvania.
2. Pursue a minor in Educational Studies.
3. Take courses that are open to all interested students.

The certification sequence and the minor are described below. Students seeking certification or wishing to complete a minor should meet with the field placement coordinator and adviser as early as possible for advice on scheduling, preferably by the sophomore yea Once enrolled in either program, student must meet with the field placement coor dinator and adviser at preregistratio time each semester.

Certification Requirements

The Bryn Mawr/Haverford Educatio Program is accredited by the state o Pennsylvania to prepare candidates fo junior and senior high school certifica tion (grades 7-12) in 12 fields: Biology Chemistry, Chinese, English, French German, Latin, Mathematics, Physics Russian and Spanish. Pursuit of certifica tion in Chinese, German, Latin and Russian is subject to availability of stu dent-teaching placements, and students interested in these areas must meet with the Education Program administrator.

Certification requirements in the field of Social Studies are being revised by the Pennsylvania Department of Education Please consult with the education adviser for updated requirements. Students becoming certified in a foreign language have K-12 certification. Certain interdisciplinary majors and double majors (e.g., Comparative Literature, East Asian Studies or Romance Languages) may also be eligible for certification provided they meet the Pennsylvania standards in one of the subject areas listed above.

To qualify for a teaching certificate, students must complete an academic major (listed above), college general education requirements and the courses listed below.

1. Education 200. Critical Issues in Education.
2. Psychology 203. Educational Psychology.
3. Psychology 206. Developmental Psychology, or Psychology 214a. Psychology of Adolescence

(Haverford), or General Programs 249b. Continuity and Change: The Contexts of Development (Haverford).

4. Education 301. Curriculum and Pedagogy Seminar.
5. Education 302. Practice Teaching Seminar, and Education 303. Practice Teaching. These courses are taken concurrently and earn triple credit.
6. One additional course from the following:
 a. Education 210. On the Margins: Language, Power, and Advocacy in Education.
 b. Education 250b. Literacies and Education (Haverford).
 c. Sociology 258. Sociology of Education.
 d. Education/Sociology/Growth and Structure of Cities 266. Schools in American Cities.
 e. Psychology 206, or Psychology 214a., or General Programs 249b.
 f. A subject-specific pedagogy course (e.g., at the University of Pennsylvania, or one of the 400-level Association in Teaching courses at Haverford, or an Independent Study that involves work as a teaching assistant in the subject area).
 g. Education electives at Swarthmore College or the University of Pennsylvania.
 h. An education-related course at Bryn Mawr or Haverford (see adviser for list).

Furthermore, in order to comply with the Pennsylvania certification regulations, there are courses within the academic major that are required for those becoming certified. Students should consult with the Education Program administrator regarding course selection and sequencing.

Students preparing for certification must take two courses (six credits) in English and two courses (six credits) in mathematics prior to being admitted to the Certification Program They must attain a grade point average of 2.6 or higher in courses in their major field during the two years prior to undertaking Practice Teaching. They must also attain a grade point average of 2.7 or higher in Education 200 (Critical Issues in Education) and Education 301 (Curriculum and Pedagogy Seminar) in order to practice teach. They must have received a positive evaluation from their cooperating teacher in Critical Issues in Education and be recommended by the director of the Education Program and the chair of their major department. (Students should check with the Education Program administrator regarding admission to the Certification Program because requirements change periodically.)

Critical Issues in Education should be taken by the end of the sophomore year, if at all possible. The Curriculum and Pedagogy Seminar will be offered during the fall semester for seniors and must precede Practice Teaching.

Practice teaching is undertaken for 12 weeks in a local school during the spring semester of the senior year. Note: Practice teaching is a commitment to be at a school for five full school days each week for those 12 weeks.

Minor Requirements

The bi-college minor in Educational Studies is designed for students with education-related interests, such as plans for graduate study in education, pursuit of elementary certification after graduation or careers that require educational expertise. A variety of positions in administration, management, policy, research and

training as well as professions in health, law and social work involve using skills as an educator and knowledge about education. Because students interested in these or other education-related professions major in different subject areas and have different aspirations, they are encouraged to design a minor appropriate both to their major area of study and to their anticipated futures.

All minors in Educational Studies must consult with the field placement coordinator and adviser to design a coherent course of study that satisfies the requirements below.

1. Education 200. Critical Issues in Education. (Bryn Mawr and Haverford).
2. Education 310a. Defining Educational Practice (Haverford).
3. Education 311b. Field Work Seminar (Haverford).
4. One of the following psychology courses: Psychology 203. Educational Psychology; 206. Developmental Psychology; 214a. Psychology of Adolescence (Haverford); or General Programs 249b. Continuity and Change (Haverford).
5. One of the following education electives: Education 210. On the Margins; 250b. Literacies and Education (Haverford); or Education/ Sociology 266. Schools in American Cities.
6. One additional elective from the psychology or education courses listed above, or from the following departmental offerings:
 Anthropology 209b. Anthropology of Education: State of the Debate (Haverford).
 Anthropology 229. Comparative Urbanism.
 Chemistry 361. Research Tutorial in Physical Chemistry (Haverford)
 Chemistry 363. Research Tutorial in Organic Chemistry (Haverford)
 Comparative Literature 289a. Children's Literature (Haverford)
 Economics 314. Economics of Poverty and Discrimination.
 English 285a. Disabilities: Literature, Education and Law (Haverford).
 Growth and Structure of Cities 185. Urban Culture and Society.
 Mathematics 460f, i. Teaching Assistantship in Mathematics (Haverford).
 Mathematics 480f, i. Independent Study (Haverford).
 Physics 380. Supervised Work in Teaching Physics.
 Physics 459b. Teaching Laboratory Physics (Haverford).
 Physics 460a. Association in Teaching Basic Physics (Haverford).
 Sociology 235b. Class, Race, and Education (Haverford).
 Sociology 258. Sociology of Education.

Students must obtain permission t select another course as an elective.

The Portfolio

To synthesize their work in either th Certification Program or the Minor, stu dents produce a portfolio that include pieces drawn from their courses as wel as other sources (volunteering, summe programs, community service, etc.). Thi portfolio does not earn course credit rather, it serves as an ongoing forun through which students synthesize thei studies. It is developed over the course o the student's undergraduate years an completed in the Fieldwork Semina

Minor) or the Practice Teaching Seminar (Certification). For each artifact selected for the portfolio, students write a one-half to one-page analysis of the significance of the piece of work.

200. Critical Issues in Education
A critical exploration of historical perspectives on education in the United States, philosophical conceptions of education, structures of schools and schooling, theories of learning, students' experiences, teachers' experiences, issues of race, social equity, culture, gender, labeling, tracking and education as liberation. Two hours a week of fieldwork are required. All sections of the course are limited to 25 students with priority given first to those pursuing certification or a minor in Educational Studies and then to seniors planning to teach. (Cohen, Cook-Sather, Lesnick, Division I)

210. On the Margins: Language, Power and Advocacy in Education
What types of subjectivities do schools attempt to construct in students, and what happens when students challenge or reject them? Through consideration of works of education theory, cultural studies, philosophy, literature, queer theory and film, we will explore the marginalization of adolescents caused by the hegemonic and limiting influences of education and society. We will also explore the ways they challenge or assimilate to the hegemony through participation in youth cultures and encounters with various pedagogical practices. We will examine different channels through which youth are marginalized and empowered, possibly in opposition to or in alliance with the postmodern or modern self. (Cohen, Maitra, Division I)

249b. Continuity and Change: The Contexts of Development
This course provides a framework for understanding typical patterns and themes of development from the preschool through the adolescent years. Lectures, class discussions and assignments will explore the complex levels of context in which children and adolescents develop, including family, school and culture. (staff)

250b. Literacies and Education
A critical exploration of what counts as literacy, who decides, and what the implications are for teaching and learning. Students explore theoretical and historical perspectives on literacy, individual experiences and constructions of literacy, literacy in different communities, and literacies that work within and against the structures of schooling. Enrollment is limited to 25 with priority given to students pursuing certification or the minor in Educational Studies. (Cohen, Cook-Sather, Lesnick, Division I)

266. Schools in American Cities
This course examines issues, challenges and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class and culture; urban learners, teachers and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. Enrollment is limited to 25 with priority given to students pursuing certification or the minor in Educational Studies, and to majors in Sociology and the Growth and Structure of Cities. (Cohen, Division I)

301. Curriculum and Pedagogy Seminar
A consideration of theoretical and applied issues related to effective curriculum design, pedagogical approaches, and related issues of teaching and learning. Fieldwork is required. Enrollment is limited to 15 with priority given first to students pursuing certification and second to seniors planning to teach. (Cook-Sather, Division I)

302. Practice Teaching Seminar
Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching. (Cook-Sather, Division I)

303. Practice Teaching in Secondary Schools
Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification. (Cook-Sather)

310. Defining Educational Practice
An interdisciplinary inquiry into the work of constructing professional identities and roles in education-related contexts. Two to four hours a week of field work is required. Enrollment is limited to 20 with priority given to students pursuing the minor in Educational Studies. (Lesnick, Division I)

311. Fieldwork Seminar
Drawing on the diverse contexts in which participants complete their fieldwork — from Special Education to English as a Second Language classrooms to research organizations and social service agencies, kindergarten to high school — this seminar invites exploration and analysis of ideas, perspectives and different ways of understanding what each person experiences and observes at her/his site. Four to six hours a week of fieldwork is required. Enrollment is limited to 20. Open only to students completing the minor in Educational Studies. (Lesnick, Division I)

Nota Bene: Title II of the Higher Education Act (HEA) requires that a full report of the teacher preparation report, including the institution's pass rate as well as the state's pass rate, be available to the public on request. Copies of the report may be requested from Shirley P. Brown, program administrator and adviser, Bryn Mawr/Haverford Education Program, by e-mail at spbrown@haverford.edu or phone at (610) 896-1491.

nglish

rofessors:
arol L. Bernstein
eter M. Briggs
Jane Hedley
(on leave, semester II 2003)
seph E. Kramer
ichael Tratner, *Chair*

ssociate Professors:
nda-Susan Beard
atherine A. Rowe
aren M. Tidmarsh

ssistant Professors:
nathan Kahana
ana María Rodriguez

enior Lecturers:
nne F. Dalke
ail Hemmeter

ecturer:
ethany Schneider

structor:
ileen Kim

ffiliated Faculty:
arl Kirchwey

he Department of English offers stu-
nts the opportunity to develop a sense
initiative and responsibility for the
nterprise of interpretation. Through its
ourse offerings, individual mentoring,
nd intense conversations in and out of
ass, the department provides rigorous
tellectual training in the history, meth-
ds and theory of the discipline.

With their advisers, English majors
esign a program of study that expands
eir knowledge of diverse genres, liter-
y traditions and periods. We encourage
udents to explore the history of cultural
roduction and critical reception and also
interrogate the presuppositions of liter-
ary study. A rich variety of courses allows students to engage with all periods and genres of literatures in English, including modern forms such as film and contemporary digital media.

The department stresses critical thinking, incisive written and oral analysis of texts, and the integration of imaginative, critical and theoretical approaches. The major culminates in an independently written essay, in which each student synthesizes her creative and critical learning experience.

Major Requirements

The English major requires at least 11 course selections. Students generally begin by taking 200-level courses and then, in their second or third year, enroll in English 250, Methods of Literary Study. Students continue taking 200- and 300-level courses until they have a total of 11, including at least three 300-level courses and one unit of thesis-writing in the spring term of the senior year (English 399). One of the 200-level courses may be a unit of Creative Writing. During the fall term of the senior year, English majors participate in a series of four or five informal workshops that culminate in a proposal for the senior essay that they will write in the spring. This prospectus must be approved by the department before the student enrolls in English 399.

As students construct their English major, they should seek to include:

- Historical depth/construction of traditions.
- Breadth, to include more than one genre, more than one cultural tradition.
- Courses that build on one another.
- Exposure to several approaches, theories or models of interpretation.

Minor Requirements
Requirements for an English minor are English 250 and five second-year or advanced units in English literature. At least one unit must be at an advanced (300) level.

Concentration in Creative Writing
Students may elect a Concentration in Creative Writing. This option requires that, among the nine course selections besides English 250 and 399, three units will be in Creative Writing; one of the units of Creative Writing may be at the 300 level and may count as one of the three required 300-level courses for the major.

125. Writing Workshop
This course offers students who have already taken College Seminar 001 an opportunity to develop their skills as college writers. Through frequent practice, class discussion and in-class collaborative activity, students will become familiar with all aspects of the writing process and will develop their ability to write for an academic audience. The class will address a number of writing issues: formulating substantive questions to explore through writing; analyzing audience and purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Students will meet regularly with the course instructor, both individually and in small groups, to discuss their work. (Hemmeter)

126. Writing Workshop for Non-Native Speakers of English
This course offers non-native speakers of English a chance to develop their skills as college writers. Through frequent practice, class discussion and in-clas collaborative activity, students wil become familiar with the writing proces and will learn to write for an academi audience. Student writers in the class wil be guided through the steps of compos ing and revising college essays: formu lating substantial questions to explor through writing; analyzing audience an purpose; generating ideas; structurin and supporting arguments; marshallin evidence; using sources effectively; an developing a clear, flexible academi voice. Writers will receive frequent feed back from peers and the instructor. In addition, the course gives speakers o other languages the opportunity t achieve competence in standard writte English and to improve grammar, syntax diction and style. (staff)

202. Chaucerian Texts, Chaucerian Persons
This course explores a broad range o Chaucer's poetry (along with shorte samplings from some of his contempo raries) in the context of the profound cul tural changes taking place in Europe a the time. (Rowe, Division III)
Not offered in 2002-03.

205. Introduction to Film
This course is intended to provide students with the basic tools of critical film analysis. Through close readings o images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a general foundation for more focused work in film and media studies. The course introduces both the formal and technical units of cinematic meaning and some broader categories of genre and history that, taken together, add up to the complex of experiences and meanings

we call cinema. Although much of the course material will focus on the building blocks of the "classic" or Hollywood style of film language and narrative, examples will be drawn from across the generic and geographic range of the history of cinema. Attendance at weekly screenings is mandatory. (Kahana, Division III; cross-listed as History of Art 205)

207. Big Books of American Literature
This course focuses on the "big books" of mid-19th-century American literature, viewed through the lenses of contemporary theory and culture. Throughout the course, as we explore the role that classics play in the construction of our culture, we will consider American literature as an institutional apparatus, under debate and by no means settled. This will involve a certain amount of antidisciplinary work: interrogating books as naturalized objects, asking how they reproduce conventional categories and how we might re-imagine the cultural work they perform. We will look at the problems of exceptionalism as we examine traditional texts relationally, comparatively and interactively.
(Dalke, Division III)

210. Renaissance Literature: Performances of Gender
Readings chosen to highlight the construction and performance of gender identity during the period from 1550 to 1650 and the ways in which the gender anxieties of 16th- and 17th-century men and women differ from, yet speak to, our own. Texts will include plays, poems, prose fiction, diaries and polemical writing of the period. (Hedley, Division III)
Not offered in 2002-03.

211. Renaissance Lyric
Both the continuity of the lyric tradition that begins with Wyatt and the distinctiveness of each poet's work are established. Consideration is given to the social and literary contexts in which lyric poetry was written. Poets include Wyatt, Spenser, Sidney, Shakespeare, Donne, Herbert and Jonson. (Hedley, Division III)

212. Thinking Sex: Representing Desire and Difference
In this class we will examine our ability to put sexual experience into language. As we look at the various ways in which sexuality can be expressed linguistically, we will ask whether (and if so, why) it is "necessary" to "put sex into" language, and explore what various scientific, social-scientific and literary discourses of desire look and sound like. What are the capacities and limitations of each? What other languages might be used? Can we imagine a curriculum to do this work? Can we teach such a curriculum? Praxis I course. (Dalke, Division III)

213. Nature Writing and Environmental Concern
An exploration of cultural ideas and literary strategies that writers have used to frame man's problematical place in relation to "Nature," in the work of writers from Thoreau and John Muir to Annie Dillard and Terry Tempest Williams. (Briggs, Division III)
Not offered in 2002-03.

216. American Nonfiction: The Documentary Style in Film and Literature
This course will introduce students to the history of documentary expression in the United States while providing an overview of the attempts by artists and critics

to define the form and function of the nonfiction work. The course investigates a number of significant moments in the formation of a documentary tradition in American culture: urban realism of the 1890s; Depression-era ethnography; state propaganda of the 1930s and 1940s; the New Journalism and New American Cinema of the 1960s and 1970s; and recent hybrid experiments in nonfiction art and performance. We will ask whether the documentary does indeed constitute a distinct manner of representation that makes its products and effects more "real," or whether it merely constitutes a modulation of fictional conventions of narrative, aesthetics and fantasy under particular social and political circumstances. Readings in theory and criticism will familiarize us with the variety of arguments for an American cultural tradition distinct from or opposed to the fictional. (Kahana, Division III)
Not offered in 2002-03.

217. Latina/o Literature and Culture.
An exploration of narrative and representational strategies used by Latinas/os in the United States to express identity, community, home and nation. In addition to the novels selected for consideration, we will be interacting with a broad range of texts produced by Latina/o cultural critics, visual artists, musicians and film makers. (Rodriguez, Division III)
Not offered in 2002-03.

218. Law and Literature: Constructing "Race"
This course will use a broad variety of texts to examine the ways legal themes are represented in literature and how strategies of literary criticism can be applied to law. Texts under consideration will focus on the legal construction and representation of "race" in the United States from the colonial period to the present. (Rodriguez, Division III)

219. The Ties that Bind: (Re)Constructing the Experience of Slavery in the Americas
A thematic exploration of varieties of "slavery" in the Americas that cross racial, linguistic and generic boundaries in order to explore parallels, differentiations and contrapuntal relationships within notions of bondage. (Beard, Division III) *Not offered in 2002-03.*

222. English Renaissance Drama to 1642
A survey of drama in England (not always exclusive of Shakespeare) to the closing of the theaters in 1642, with special attention to theatrical conventions and to the elaboration of specific forms. The generic focus of the survey course changes from year to year. (Kramer, Division III) *Not offered in 2002-03.*

225. A Selective Survey of the Shakespeare Canon
(Kramer, Division III)

229. Movies and Mass Politics
This course will trace in the history of movie forms a series of debates about the ways that nations can become mass societies, focusing mostly on the ways that Hollywood movies countered the appeals of Communism and Fascism. (Tratner, Division III; cross-listed as Comparative Literature 229)

233. Spenser and Milton
The course is equally divided between Spenser's *Faerie Queene* and Milton's *Paradise Lost*, with additional short

readings from each poet's other work. (Briggs, Division III)
Not offered in 2002-03.

234. Postcolonial Literature in English
This course will survey a broad range of novels and poems written while countries were breaking free of British Colonial rule. Readings will also include cultural theorists interested in defining literary issues that arise from the postcolonial situation. (Tratner, Division III; cross-listed as Comparative Literature 234)

240. Readings in English Literature, 1660-1744
The rise of new literary genres and the contemporary efforts to find new definitions of heroism and wit, good taste and good manners, sin and salvation, individual identity and social responsibility, and the pressure exerted by changing social, intellectual and political contexts of literature. Readings from Dryden, the Restoration dramatists, early feminist writers, Defoe, Swift and Pope. (Briggs, Division III)

242. Historical Introduction to English Poetry I
This course traces the development of English poetry from 1360 to 1700, emphasizing forms, themes and conventions that have become part of the continuing vocabulary of poetry, and exploring the strengths and limitations of different strategies of interpretation. Featured poets: Chaucer, Jonson, Shakespeare, Donne, Milton. (Briggs, Division III)

243. Historical Introduction to English Poetry II
The development of English poetry from 1700 to the present. This course is a continuation of English 242 but can be taken independently. Wordsworth, Browning, Christina Rossetti, Seamus Heaney, Derek Walcott. (Briggs, Division III)

244. Poetry as Cultural Criticism
An examination of the relationship between poetry and social commentary as it has changed over time, as well as the role of poetic devices in persuasive texts such as advertising, jingles, slogans and protest songs. Authors and texts include Adrienne Rich, Langston Hughes, T. S. Eliot, W. B. Yeats, *Paterson* by W. C. Williams, and *Borderlands/La Frontera* by Gloria Anzaldúa. (Tratner, Division III) *Not offered in 2002-03.*

246. Scribbling Sisters: Pan-African Women Writers
A study of black women writers from Africa and the Diaspora with particular attention to the triple concerns of colonization, emancipation and cross-cultural narratological critique. (Beard, Division III). *Not offered in 2002-03.*

247. The 18th-Century English Novel
A study of selected novels in the context of relevant 18th-century social and intellectual trends, formal developments and critical approaches. Authors include Behn, Defoe, Richardson, Fielding, Johnson, Sterne, Goldsmith, Burney and Austen. (Briggs, Division III)
Not offered in 2002-03.

250. Methods of Literary Study
Through course readings, we will explore the power of language in a variety of linguistic, historical, disciplinary, social and cultural contexts and investigate shifts in meaning as we move from one discursive context to another. Students will be presented with a wide

range of texts that explore the power of the written word and provide a foundational basis for the critical and creative analysis of literary studies. Students will also refine their faculties of reading closely, writing incisively and passionately, asking speculative and productive questions, producing their own compelling interpretations and listening carefully to the textual readings offered by others. (staff, Division III)

253. Romantic Narratives
Characteristic forms and dominant myths of romantic narrative, from medieval poetry to modern novels. Authors include the Gawain poet, Charlotte Brönte, Mary Shelley, Coleridge, Woolf, Ondaatje, and theorists such as Freud, Jameson and Harold Bloom. (Bernstein, Division III) *Not offered in 2002-03.*

254. Subjects and Citizens in American Literature, 1750-1900
This course traces the changing representation of the citizen in U.S. literatures and cultural ephemera of the 18th and 19th centuries. We will explore the ideal of American civic masculinity as it developed alongside discourses about freedom and public virtue, and ask how this ideal evolved and survived because and in spite of the continued disenfranchisement of large bodies of nonvoting American subjects. The course will focus on the challenges to the ideals of citizenship produced by conflicts over slavery, women's suffrage, homosexuality and Native-white relations. In addition to critical articles, legal and political documents, and archival ephemera, texts may include works by Thomas Jefferson, Catharine Maria Sedgwick, William Appess, Mary Jamison, Margaret Fuller, Herman Melville, Harriet Beecher Stowe, Harriet Wilson and Henry Adams. (Schneider, Division III)

255. Counter-Cinema: Radical, Revolutionary and Underground Film
This course explores a global variety of practices and theories of film, linked by their attitude of opposition to mainstream or dominant institutions – political, social and cinematic. Film studies are drawn from: Soviet cinema; left documentary; anti- and postcolonial cinemas of Africa, Latin America and Asia; experimental and queer cinema of the 1960s and after; Black American cinema; and feminist film and video. Readings include works by filmmakers central to these movements as well as by critics and historians who illuminate the political and formal stakes of each particular mode of opposition. Attendance at weekly screenings is mandatory.
(Kahana, Division III)

256. Marginality and Transgression in Victorian Literature
A reading of Victorian texts, both canonical and non-canonical, with the aim of foregrounding concerns that High Victorianism tried to suppress or marginalize: poverty, sexuality, revolution, criminality, aestheticism and madness. (Bernstein, Division III)
Not offered in 2002-03.

262. Survey in African-American Literature
Major works of African-American literature, including slave narratives, Afro-Caribbean trickster tales, and the narratives of the Harlem Renaissance, the Black Arts movement and the renaissance of black women writers. (Beard, Division III) *Not offered in 2002-03.*

263. Toni Morrison and the Art of Narrative Conjure
All of Morrison's primary imaginative texts, in publication order, as well as essays by Morrison, with a series of critical lenses that explore several vantages for reading a conjured narration. (Beard, Division III) *Not offered in 2002-03.*

264. Moving Passages: Narratives of North American Migration
This course will focus on the inventive records of immigration into, and migration around, the United States between World Wars I and II. The movement throughout this "new" world has resulted in new knowledge, which we can see articulated in a wide range of textual and filmic forms, possibly including Anzia Yezierska's *Bread Givers*, Richard Wright's *Twelve Million Black Voices*, Joy Kogawa's *Obasan*, Ella Deloria's *Waterlily* and Rudolfo Anaya's *Bless Me, Ultima*. (Dalke, Division III)
Not offered in 2002-03.

268. Native American Literature
This course focuses on late-20th-century Native literatures that attempt to remember and redress earlier histories of dispersal and genocide. We will ask how various writers with different tribal affiliations engage in discourses of humor, memory, repetition and cultural performance to refuse, rework or lampoon inherited constructions of the "Indian" and "Indian" history and culture. We will read fiction, film and contemporary critical approaches to Native literatures alongside much earlier texts, including oral histories, political speeches, law and autobiography. In addition to historical and critical texts, readings may include works by N. Scott Momaday, Gerald Vizenor, Leslie Marmon Silko, Diane Glancy, Spiderwoman Theater, Sherman Alexie and Thomas King. (Schneider, Division III)

279. Introduction to African Literature
Taking into account the oral, written, aural and visual forms of African "texts" over several thousand years, this course will explore issues connected to literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata Epic, Chinua Achebe's *Anthills of the Savannah*, Sembène Ousmane's *Xala* and *Les Bois du Dieu*, Mariama Bâ's *Si Longe une Lettre*, Ngugi wa Thiong'o's *A Grain of Wheat* or *Petals of Blood*, Ayi Kwei Armah's *Fragments* or *Two Thousand Seasons*, Bessie Head's *Maru* or *A Question of Power*, plays by Wole Soyinka and his *Burden of History, The Muse of Forgiveness*, Tsitsi Dangarembga's *Nervous Conditions*. We will also address the "transliteration" of Christian and Muslim languages and theologies in these works. (Beard, Division III; cross-listed as Comparative Literature 279)

280. Major Texts of the Feminist Tradition in the West: From Wollstonecraft to Woolf
A study of works, written and spoken, from the mid-17th century to the late 1930's, which examine the causes and nature of women's places in society, and the creation of alternative visions and strategies. Includes authors such as Mary Wollstonecraft, Mary Shelley, Angelina and Sarah Grimke, Margaret Fuller, Elizabeth Cady Stanton, Susan B. Anthony, Sojourner Truth, Harriet Beecher Stowe, Rebecca Harding Davis, Christina Rossetti, Anna Julia Cooper,

Charlotte Perkins Gilman, Emma Goldman, Alexandra Kollantai, Radclyffe Hall, Kate Chopin, Simone de Beauvoir and Virginia Woolf. Praxis I course. (Dalke, Division III)
Not offered in 2002-03.

283. The Urban Novel
The representation of the city in fiction from several different historical moments: the material city of the mid-19th century, the turn-of-the-century city, and the early modern and late modern cities. Topics will include relations between private space and public sphere; the representation of class, both high and low; urban consumerism and commodity culture; the city and memory; the related roles of secrets, plots and detection; and the representation of such urban types as the flaneur and the dandy. Readings include fiction by Balzac, Dickens, Zola, Wilde, Wharton, Rilke, Woolf, Tanizaki, Cunningham, Calvino, Poe and Doyle; and nonfiction by Benjamin, Simmel, T. J. Clark, Habermas, and Stallybrass and White. (Bernstein, Division III; cross-listed as Comparative Literature 283 and Growth and Structure of Cities 283)

284. Women Poets: Giving Eurydice a Voice
This course studies the careers of five American women who began to publish poems after 1945: Elizabeth Bishop, Gwendolyn Brooks, Sylvia Plath, Adrienne Rich and Anne Sexton. Poetry by other women will also be studied. (Hedley, Division III)
Not offered in 2002-03.

289. Lesbian and Gay Literature
An introduction to and rich sampling of the varieties of literary production by uncloseted, hence unfurtive, lesbian and gay writers in the United States, United Kingdom and Canada since 1969. The focus of the course regularly shifts. (Kramer, Division III)
Not offered in 2002-03.

292. Introduction to Critical Theories
Several approaches to literary interpretation are discussed and applied to a selection of short literary works and films. Theorists and critics include Aristotle, Wordsworth, Cleanth Brooks, Woolf, DuBois, Cixous, Judith Butler, Derrida, Spivack and Foucault. (Tratner, Division III; cross-listed as Comparative Literature 292) *Not offered in 2002-03.*

298. The Cultural Politics of Memory
An exploration of the idea of "collective memory," memory as monument and spectacle, and the controversial role of media and museums. Special focus on the literature of the Holocaust, the Vietnam war, the bombing of Hiroshima, and the years of Latin American military rule. (Bernstein, Division III; cross-listed as Comparative Literature 298 and Hebrew and Judaic Studies 298)

All courses at the 300-level are limited in enrollment and require permission of the instructor to register.

306. Film Theory
This course is an introduction to major developments in film theory and criticism. Topics covered will include the specificity of film form; cinematic realism; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification and subjectivity; archival and historical problems in film studies; and the relation between film studies and other disciplines of aesthetic and social criticism.

Each week critical writings on a central principle of film analysis are paired with a cinematic example of this principle. Class time will be divided between discussion of the critical texts and attempts to apply them to a primary cinematic text. We will end the course by considering a number of recent attempts to "practice" film theory in audiovisual form. Weekly screenings are mandatory. (Kahana, Division III; cross-listed as Comparative Literature 306 and History of Art 306)

308. The Feminist Difference in Literary Theory
Not monolithic, prescriptive, conformist or singular, feminist literary theory written in the United States during the 1980s and 1990s covers a wide range of perspectives and approaches, which this class will showcase. The range of theoretical texts we will examine focus mainly on those that address the matters of reading and interpreting literature. We will also attend to the broader theoretical concerns of the discourse in an attempt to define the questions that contemporary feminism raises and the different answers with which feminists reply. Praxis I course. (Dalke, Division III)
Not offered in 2002-03.

318. The Matter of Troy
This course will explore the origins, literary life and growth, and cultural uses of the legend of Troy by focusing on a relatively late addition to the Classic material, the love story of Troilus and Cressida, in a number of forms by Chaucer, Henryson, Shakespeare and Dryden, placed in a rich classical and European context. (Kramer, Division III; cross-listed as Comparative Literature 318)

321. Early Stages: Medieval and Early Renaissance Drama
This course will survey the rich and varied dramatic forms developed from the 10th to the 16th centuries. The liturgies of the Church, full-blown Church drama, the Corpus Christi Cycle in which biblical history from Creation to Apocalypse is represented, saint's plays, the Morality play and early Humanist drama will all be explored. Special attention will be given to the mechanics of production, the function of theater in society, and the language of darama as well as the conventions of pictorial representation and nondramatic narrative. Through comparative work, the student will become familiar with the flavors of four of the five surviving Cycles. Experiments will be made to determine to what extent and in what ways this material may be engaged through postmodern critical discourses. Prerequisite: any 200-level course in Medieval literature or Renaissance drama (including Shakespeare), or approval of the instructor. (Kramer, Division III)
Not offered in 2002-03.

322. Love and Money
This course focuses on literary works that explore the relationship between love and money. We will seek to understand the separate and intertwined histories of these two arenas of human behavior and will read, along with literary texts, essays by influential figures in the history of economics and sexuality. The course will begin with *The Merchant of Venice*, proceed through *Pride and Prejudice* to *The Great Gatsby*, and end with Hollywood movies. (Tratner, Division III)

324. Advanced Study of Shakespeare
Topics vary from year to year; the course supposes significant prior experience of Shakespearean drama and/or non-Shakespeare Renaissance drama. (Kramer, Rowe, Division III)

326. The Theaters of Ben Jonson
The fullness of Ben Jonson's career as professional dramatist, writer of Court Masques, poet, critic and translator is studied intensively. In certain years, the focus may be altered to set Jonson among his contemporaries. (Kramer, Division III) *Not offered in 2002-03.*

328. Renovating Shakespeare
Not for an age, but for all time, Shakespeare's plays have been adapted, borrowed from, revised and burlesqued to serve very different interests in different periods. This course explores the history of Shakespearean adaptation from the 17th to the 20th centuries. (Rowe, Division III)

330. Writing Indians: Sidekicking the American Canon
How have written Indians — the Tontos, Fridays, Pocahontases and Queequegs of the American canon — been adopted, mimicked, performed and undermined by Native American authors? This course will examine how canonical and counter-canonical texts invent and reinvent the place of the Indian across the continuing literary "discovery" of America from 1620 to the present. Readings include *Robinson Crusoe*, *Moby Dick*, *The Last of the Mohicans*, *Eulogy on King Philip*, *Green Grass Running Water*, and *The Lone Ranger and Tonto Fistfight in Heaven*. Critical texts, research presentations, written assignments and intensive seminar discussion will address questions of cultural sovereignty, mimesis, literacy versus orality, literary hybridity, intertextuality and citation. (Schneider, Division III)

331. Queer Literature/Queer Theory
Feminisms, identity politics, the civil rights movements, human rights discourses, AIDS, technology, law, social, cultural/aesthetic movements and post-modern critical thought have (de)formed and transformed feminist and queer critical practices to produce new cultural texts that work through and against the binaries of man/woman, hetero/homo, center/margin, first/third world, oppressor/oppressed, subject/object. Central questions for mutual consideration will include: Who/what constitutes the subject of queer critical practices? How do transgender, bisexual, lesbian and gay identities interact (or fail to interact) with notions of queer, top/bottom, dyke, butch, femme, dramadiva, cyborg, pansexual? (Rodriguez, Division III; cross-listed as Comparative Literature 331)

343. Translating América: Theories of Latin/a American Subjectivity
This course will investigate how translation functions as a critical method for understanding difference through an analysis of Latino/a and Latin American texts. Drawing on the metaphoric and literal applications of translation, we will engage a variety of genres and forms to examine their transfigurations. Students will participate in their own acts of translating language, culture and theory through their engagement with a variety of texts, including critical essays, poetry, short stories, performance, novels and music. Enrollment preference is given to English and Comparative Literature majors or students working in Latin

American studies. Knowledge of Spanish or other languages is helpful but not required. (Rodriguez, Division III; cross-listed as Comparative Literature 343)

346. Modernisms
This course will investigate a wide range of works that have been labeled "modernist" in order to raise the question, "Was there one modernism or were there many disparate and competing ones?" (Tratner, Division III; cross-listed as Comparative Literature 346)
Not offered in 2002-03.

347. Identity Machines: Autobiography in Print, Film and Performance
Literary critics have frequently observed that autobiography involves an act of self-alienation, and many contemporary thinkers have said as much about the very notion of identity: it is only by relating to an "other," these thinkers claim, that we discover who "we" are. In this seminar, we will extend this line of thinking to instances of the first person in literature, cinema and the arts of performance. The central questions will be: what forms of life-narrative are made possible by cinematic and televisual technologies, and what forms of the self are produced by this relation to technology? Most of the works we will examine touch on philosophical problems: the difference between public and private experience; the nature of memory; and the relation between the body and knowledge. (Kahana, Division III)
Not offered in 2002-03.

352. Romanticism and Interpretation
An exploration of major Romantic works in poetry and prose with an eye to the distinctive interpretive issues they present, and the way in which modern theorists play out compatible concerns in their writings on such topics as subjectivity, myth, the anxiety of influence, gender and genre, allegory and irony. Authors include Coleridge, Wordsworth, P. B. Shelley, Keats, M. Shelley, Kleist, Hoffmann, Burke, De Quincey, Schiller, Nietzsche, Freud, Bloom, Derrida and de Man. (Bernstein, Division III; cross-listed as Comparative Literature 352)

354. Virginia Woolf
Virginia Woolf has been interpreted as a feminist, a modernist, a crazy person, a resident of Bloomsbury, a victim of child abuse, a snob, a socialist and a creation of literary and popular history. We will try out all these approaches and examine the features of our contemporary world that influence the way Woolf, her work and her era are perceived. We will also attempt to theorize about why we favor certain interpretations over others.
(Tratner, Division III)
Not offered in 2002-03.

361. Transformations of the Sonnet from Petrarch to Marilyn Hacker
Theory and practice of the sonnet in the Renaissance, 19th and 20th centuries. Sonnets and sonnet sequences by Dante, Petrarch, Shakespeare, Sidney, Wordsworth, Barrett Browning, H.D. and Christina Rossetti, Hopkins, Countee Cullen, Frost, Millay, Dove, Hacker and others. (Hedley, Division III)
Not offered in 2002-03.

379. The African Griot(te)
A focused exploration of the multi-genre productions of Southern African writer Bessie Head and the critical responses to such works. Students are asked to help construct a critical-theoretical frame-

work for talking about a writer who defies categorization or reduction. (Beard, Division III) *Not offered in 2002-03.*

381. Post-Apartheid Literature
South African texts from several language communities which anticipate a post-apartheid polity and texts by contemporary South African writers (Zoe Wicomb, Mark Behr, Nadine Gordimer, Mongane Serote) are read in tandem with works by Radical Reconstruction and Holocaust writers. Several films are shown that focus on the complexities of post-apartheid reconciliation. (Beard, Division III; cross-listed as Comparative Literature 381) *Not offered in 2002-03.*

384. Theories of Fiction
A study of narrative structure and rhetoric, focusing on the models presented in structuralism, poststructuralism, psychoanalysis and cultural critique. Authors include the Russian formalists, Hillis Miller, Foucault, Todorov, Barthes, Derrida, Freud, Lacan, Lukacs, Bakhtin, Benjamin and Jameson. (Bernstein, Division III; cross-listed as Comparative Literature 384) *Not offered in 2002-03.*

385. Problems in Satire
An exploration of the methodological and theoretical underpinnings of great satire in works by Rabelais, Dryden, Swift, Pope, Blake, Wilde, Smiley and others. (Briggs, Division III) *Not offered in 2002-03.*

387. Allegory in Theory and Practice
Allegory and allegories, from *The Play of Everyman* to *The Crying of Lot 49*. A working knowledge of several different theories of allegory is developed; Renaissance allegories include *The Faerie Queene* and *Pilgrim's Progress*, 19th- and 20th-century allegories include *The Scarlet Letter* and Ralph Ellision's *Invisible Man*. (Hedley, Division III; cross-listed as Comparative Literature 387) *Not offered in 2002-03.*

392. National Bodies: Theories of Race, Gender and Sexuality in a Global Context
Narrative texts include *Herculine Barbin, Woman at Point Zero, The Autobiography of Malcolm X, I Rogoberta Menchû, Dictée*; theoretical essays by Alarcón, Foucault, Trinh Minh-ha, Anzaldúa, Butler, Moallem and others. (Rodriguez, Division III; cross-listed as Comparative Literature 392) *Not offered in 2002-03.*

393. Interpretive Strategies
This seminar will explore basic trends in modern theory. Through a reading of selected texts, we will examine how theories work, how they build upon one another and how, in some cases, they argue with one another. We will begin with the question, "What is structuralism?" We will trace the approach through the study of language, anthropology, myth and literature. We will then go on to ask, "What is poststructuralism and what is deconstruction?" In the second part of the course, we will explore questions of deep interpretation and psychoanalytic interpretation. The third part of the course will consist of workshops in which we will ask such questions as, how do literary texts and other artworks set up their own interpretive strategies and how do we adapt theory to texts on contemporary social issues? (Bernstein, Division III; cross-listed as Comparative Literature 393. *Not offered in 2002-03.*

399. The Senior Essay
A piece of sustained critical or creative writing or autobiographical reflection. Required of all seniors. (staff)

403. Independent Work
Advanced students may pursue independent research projects. Permission of the instructor and major adviser is required. (staff)

Bryn Mawr currently offers the following courses in Creative Writing.

159. Introduction to Creative Writing
260. Writing Short Fiction I
261. Writing Poetry I
264. Feature Journalism
265. Creative Nonfiction
266. Screenwriting
361. Writing Poetry II
371. Fiction Master Class
373. Experimental Writing

Haverford College currently offers the following courses in English:

241a. Eighteenth-Century English Literature: Inventing the Novel
250b. British Literature
253b. English Poetry from Tennyson to Eliot
258b. The Novel
262a. The American Moderns
270b. Portraits in Black
273b. Modern British Literature
278a. Contemporary Women Writers: Canons, Contexts and Debates
291a. Poetry Writing: A Practical Workshop
292b. Writing Poetry: Craft and the Creative Process
293a. Fiction Writing: From the Conventional to the Experimental
294b. Fiction Writing: States of Mind
295b. Interpretation and the Other
325b. Advanced Shakespeare
347a. Enlightenment Shadows: The Gothic in British Culture
356a. Dwelling Places: Identity, Locality and Nationality
363a. John Brown's Body: Violence, National Fantasy and Bodies that Matter
365b. Henry James and Others
368b. American Autobiography – Writing a Woman's Life
372a. Joyce and Beckett
385a. Apocalyptic Literature: Visions of the End
387b. The Post-Modern: Theory and Fiction

Environmental Studies

Director:
Maria Luisa B. Crawford

Steering Committee:
Donald C. Barber
Richard S. Davis
Karen F. Greif
Gary McDonogh

Environmental studies concern interactions taking place at the Earth's surface – the site of intersection of the geosphere, hydrosphere, atmosphere and biosphere, as well as our home as human beings. Accordingly, environmental studies are of necessity broadly multidisciplinary. Understanding the Earth's responses to local and global perturbations requires that we focus our study on the interactions between inorganic, biologic and societal processes, not only in the present day, but through history and over geologic time as well. These interactions are best viewed as a dynamic, interlinked system. Understanding the structure of this system has become one of the most important long-term problems facing society in light of humankind's increasing capacity — and increasing eagerness — to alter the environment.

The Environmental Studies Concentration at Bryn Mawr allows students to explore the interactions between the geosphere, biosphere and human societies. The concentration, offered jointly by the Departments of Anthropology, Biology, Geology and Growth and Structure of Cities, takes the form of concentrations in each of the departments. Thus students interested primarily in the biological aspects of the environment may enroll in the Environmental Concentration in Biology, whereas those more interested in the geology and issues of global climate change should enroll in the Environmental Concentration in Geology. Finally, students wishing to explore the evolution and adaptation of human societies from an environmental perspective may enroll in the Environmental Concentration in Anthropology or Growth and Structure of Cities. This structure accommodates the interdisciplinary background necessary for an environmental education while maintaining a home for the student within a more traditional field. It is anticipated that students with an Environmental Studies Concentration also will enroll in relevant courses in the social sciences and humanities, recommended below.

Concentration Requirements

Requirements for the Environmental Studies Concentration in each of the departments are structured to encourage discourse between the disciplines. All concentrators begin with introductory courses in several disciplines, and all enroll in Principles of Ecology. From there, concentrators diverge into tracks reflecting their specialization within Anthropology, Biology, Geology or Growth and Structure of Cities. Since Growth and Structure of Cities is inherently an interdisciplinary major, students should consult with the department to design the concentration within this major.

Even within these more specialized tracks, however, an emphasis is placed on the interdisciplinary nature of environmental studies. Finally, all concentrators reconvene in a senior seminar in which they make presentations and discuss in depth a single environmental issue, set by mutual consent at the beginning of the semester, from their diverse perspectives.

The requirements listed below ***replace*** the major requirements of each department, listed elsewhere in the course catalog. ***These are not additions to those major requirements.***

Core courses for all students in the Concentration

Required
Introduction to Anthropology (Anthropology 101).
An introductory biology course: Biology majors take Biology 101, 102 Anthropology, Geology and Growth and Structure of Cities majors may take Biology 103.
Introduction to Earth System Science and the Environment (Geology 103).
Principles of Ecology (Biology 220).
Senior Seminar in Environmental Studies (Anthropology/Biology/Geology 397)

Recommended (one or more)
Principles of Economics (Economics 105).
Urban Culture and Society (Growth and Structure of Cities 185).
Taming the Modern Corporation (Economics 213).
Public Finance (Economics 214)
Introduction to Environmental Issues (Political Science 222).
Environmental Economics (Economics 234).

The Environmental Concentration in Anthropology

Core courses listed above, plus:

Courses outside of Anthropology
(at least one)
Energy, Resources and the Environment (Geology 206).
Biology and Public Policy (Biology 210).
Evolution (Anthropology/Biology/Geology 236).
Evolutionary Biology: Advanced Topics (Anthropology/Biology/Geology 336).

Anthropology courses
Introduction to Anthropology (102).
Human Ecology (203).
History of Anthropological Theory (303).
Senior Conference in Anthropology (398, 399).
One ethnographic area course that focuses on the cultures of a single region.
Three additional 200- or 300-level courses in Anthropology.

The Environmental Concentration in Biology

Core courses listed above, plus:

Courses outside of Biology
General Chemistry (Chemistry 101/103; 104).
Two additional courses in allied sciences.

One additional Geology course,
such as:
Energy, Resources and Public Policy (206).
Natural Hazards and Human Populations (209).
Ground Water, Contamination, and Remediation (313).

One additional Anthropology course,
such as:
Human Ecology (203).
Human Evolution (209).
Medical Anthropology (210).

Courses in Biology
One Senior Seminar and Research Tutorial (Biology 389-395).

Four 200- or 300-level courses, three of which must be lab courses; recommended:
Genetics (201).
Animal Physiology (303).
Field Ecology (308).
Introduction to Biochemistry (341).

Recommended
Calculus and Analytic Geometry (Mathematics 101, 102).
Elements of Probability and Statistics (Mathematics 104); or equivalent.
Environmental Toxicology (Biology 209).
Biology and Public Policy (Biology 210).
Evolution (Anthropology/Biology/Geology 236).
Evolutionary Biology: Advanced Topics (Anthropology/Biology/Geology 336).
Computational Models of Biological Organization (Biology 367).

The Environmental Concentration in Geology

Core courses listed above, plus:

Courses outside of Geology
General Chemistry (Chemistry 101/103; 104).
Calculus and Analytic Geometry (Mathematics 101, 102).

One additional course in Anthropology, such as:
Human Ecology (203).
Human Evolution (209).
Medical Anthropology (210).

Courses in Geology
How the Earth Works (101).
Crystallography and Optical Mineralogy (201).
Mineralogy and Crystal Chemistry (202).
Sedimentary Materials and Environments (205).

Two additional 300-level courses in Geology or Biology; recommended
Geochemistry of Crystalline Rocks (Geology 301).
Low-Temperature Geochemistry (Geology 302).
Advanced Sedimentary Geology (Geology 306).
Evolutionary Biology: Advanced Topics (Anthropology/Biology/Geology 336).
Independent Research (Geology 403).

Recommended
Introductory Physics (Physics 101, 102).
Elements of Probability and Statistics (Mathematics 104); or equivalent.
Energy, Resources and the Environment (Geology 206).
Biology and Public Policy (Biology 210).
Organic Chemistry (Chemistry 211, 212).
Inorganic Chemistry (Chemistry 231).
Evolution (Anthropology/Biology/Geology 236).

The Environmental Concentration in Growth and Structure of Cities
Consult department for details.

Feminist and Gender Studies

Coordinators:
Anne Dalke
Graciela Michelotti, *at Haverford College*

The bi-college concentration in feminist and gender studies is committed to the interdisciplinary study of women and gender. The program includes courses on women's experiences considered both historically and cross-culturally, on literature by and about women, and on gender roles, socialization and bias in an attempt to account for gender differences. Students plan their programs in consultation with the concentration coordinator on their home campus.

Concentration Requirements
Six courses distributed as follows are required for the concentration:

1. An introductory course, such as Anthropology 212, General Studies 224 or English 280. Equivalent courses at Swarthmore College or the University of Pennsylvania are also acceptable. Students may request to count other relevant introductory-level courses toward this requirement.
2. The junior seminar: Interdisciplinary Perspectives on Gender (taught in alternate years at Bryn Mawr and Haverford).
3. Four additional approved courses from at least two different departments, two of which are normally at the 300 level. Units of Independent Study (480) may be used to fulfill this requirement.
4. Of the six courses, no fewer than two and no more than three will also form part of the student's major.

Neither a senior seminar nor a senior thesis is required for the concentration; however, with the permission of the major department, a student may choose to count toward the concentration a senior thesis with significant feminist and gender studies content. Students wishing to construct an independent major in feminist and gender studies will have to make a proposal to the Committee on Independent Majors (see page 66).

Courses in the Feminist and Gender Studies Program change from year to year. Students are advised to check the course guide at the beginning of each semester.

Feminist and Gender Studies courses currently available at Bryn Mawr include:

Anthropology
222. Politics of Identity in Central Asia
223. Anthropology of Dance
361. Advanced Topics in Political Anthropology

Arts Program – Dance
250. Performing the Political Body

Classical and Near Eastern Archaeology
224. Women in the Ancient Near East

English
212. Thinking Sex: Representing Desire and Difference
255. Counter-Cinema: Radical, Revolutionary and Underground Film
322. Love and Money
331. Queer Literature/Queer Theory
343. Translating América: Theories of Latin/a American Subjectivity

French and French Studies
201. Le chevalier, la dame et le prêtre: littérature et publics du Moyen Age

German and German Studies
245. Women's Narratives in Modern Migrancy, Exile and Diasporas

History
303. Recent U.S. History: Queering History

History of Art
108. Women, Feminism and History of Art
340. Representation of Gender and Power in Habsburg Spain

Italian
210. Women and Opera
230. Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain

Philosophy
221. Ethics
344. Developmental Ethics
352. Feminism and Philosophy: Transnationalism

Political Science
321. Technology and Politics
354. Comparative Social Movements: Power and Protest

Psychology
323. Advanced Topics in Cognitive Neuroscience

Spanish
340. Representation of Gender and Power in Habsburg Spain

Feminist and gender studies courses at Haverford include:

Anthropology
216b. Women and Power

Biology
252a. Women, Medicine and Biology

Classics
217b. Male and Female in Ancient Greece

English
278a. Contemporary Women Writers: Canons, Contexts and Debate
363a. John Brown's Body: Violence, Nationality and Bodies that Matter
368b. Topics in American Literature: American Autobiography – Writing a Woman's Life

General Programs
226a. Sex and Gender on Film
290b. Interdisciplinary Perspectives on Gender
484f. Senior Conference in Science and Society

Political Science
359a. Feminist Political Theory
229b. Latino Politics

Spanish
205b. Studies in the Spanish-American Novel
210b. Spanish and Spanish-American Film Studies
235a. Spanish-American Theater
250b. Quixotic Narratives
317a. Novels of the Spanish-American "Boom"
340b. The Moor in Spanish Literature

Fine Arts

At Haverford College

Professors:
R. Christopher Cairns
William E. Williams, *Chair*

Assistant Professors:
Hee Sook Kim
Ying Li

The fine arts courses offered by the department are structured to accomplish the following:

1. For students not majoring in Fine Arts: to develop a visual perception of form and to present knowledge and understanding of it in works of art.
2. For students intending to major in Fine Arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of work.

Major Requirements

Fine Arts majors are required to concentrate in Drawing, Painting, Photography, Printmaking or Sculpture: Fine Arts 101-123; two 200-level courses outside the area of concentration; two 200-level and one 300-level course within that area; three history of art courses to be taken at Bryn Mawr; and Senior Departmental Studies 499.

For majors intending to do graduate work, it is strongly recommended that they take an additional 300-level studio course within their area of concentration and an additional history of art course at Bryn Mawr.

101. Fine Arts Foundation Program
Drawing, painting, photography, printmaking and sculpture are offered. Students are introduced to at least three different disciplines from these five presently offered by the department. Each subject is an introductory course, dealing with the formal elements characteristic of the particular discipline as well as the appropriate techniques. Part of the work is from life model in drawing, painting and sculpture. These subjects are offered as half-semester courses; students may choose four for two course credits in any two semesters, not necessarily consecutive, or any three to receive 1.5 credits. For example, a student may take two sections in one semester in one year, and one or two sections in another year. The course is structured so that the student experiences the differences as well as the similarities between the various expressions in studio art, thus affording a "perspective" insight into the visual process as a basis for artistic expression. For those intending to major, Fine Arts 101 consists of taking four of the five disciplines from each of the staff, including Foundations 120 to 123. (staff, Division III)

120. Foundation Printmaking: Silkscreen
A seven-week course covering various techniques and approaches to silkscreen, including painterly monoprint, stencils, direct drawing and photo-silkscreen. Emphasizing the expressive potential of the medium to create a personal visual statement. (Kim, Division III)

121. Foundation Printmaking: Relief Printing
A seven-week course covering various techniques and approaches to the art of the woodcut and the linocut, emphasiz-

ing the study of design principles and the expressive potential of the medium to create a personal visual statement. (Kim, Division III)

122. Foundation Printmaking: Lithography
A seven-week course covering various techniques and approaches to lithography, including stone and plate preparation, drawing materials, editioning, black-and-white printing. Emphasizing the expressive potential of the medium to create a personal visual statement. (Kim, Division III)

123. Foundation Printmaking: Etching
A seven-week course covering various techniques and approaches to intaglio printmaking, including monotypes, soft and hard ground, line, aquatint, chine collage and viscosity printing. Emphasizing the expressive potential of the medium to create a personal visual statement. (Kim, Division III)

223a, b. Printmaking: Materials and Techniques
Further development into other printmaking techniques, covering a broad range of alternative processes within wood, lino, collagraph, monoprint, drypoint, etching and photo-etching. Students will work independently. Prerequisite: permission of instructor by review of portfolio. (Kim, Division III)

231a, b. Drawing (2-D): All Media
Various drawing media such as charcoal, conté, pencil, ink and mixed media; the relationship between media, techniques and expression. The student is exposed to problems involving space, design and composition as well as "thinking" in two dimensions. Part of the work is from life model. May be repeated for credit. Prerequisite: Fine Arts 101 or permission of instructor. (Li, Division III)

233a, b. Painting: Materials and Techniques
Problems of form, color, texture and their interrelationships; influence of the various painting techniques upon the expression of a work; the characteristics and limitations of the different media; control over the structure and composition of a work of art; and the relationships of form and composition, and color and composition. Media are primarily oils, but acrylics, watercolors and egg tempera are explored. Part of the work is from life model. May be repeated for credit. Prerequisite: Fine Arts 101 or permission of instructor. (Li, Division III)

241a, b. Drawing (3-D): All Media
In essence the same problems as in Fine Arts 231a or b. However, some of the drawing media are clay modeling in half-hour sketches; the space and design concepts solve three-dimensional problems. Part of the work is done from life model. May be repeated for credit. Prerequisite: Fine Arts 101 or permission of instructor. (Cairns, Division III)

243a, b. Sculpture: Materials and Techniques
The behavior of objects in space, the concepts and techniques leading up to the form in space, and the characteristics and limitations of the various sculpture media and their influence on the final work; predominant but not exclusive use of clay modeling techniques; fundamental casting procedures. Part of the work is done from life model. May be repeated for credit. Prerequisite: Fine Arts 101 or permission of instructor. (Cairns, Division III)

251a. Photography: Materials and Techniques
Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of black-and-white photographic prints that express plastic form, emotions and ideas about the physical world. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate black-and-white photographic materials necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures; a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards. Prerequisite: Fine Arts 101. Enrollment is limited. (Williams, Division III)

260b. Photography: Materials and Techniques
Students are encouraged to develop an individual approach to photographic prints that express plastic form, emotions and ideas about the physical world in color. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate color photographic materials necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures; a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards. Prerequisite: Fine Arts 101. Enrollment is limited. (Williams, Division III)

327a, b. Experimental Studio: Lithography and Intaglio
Concepts and techniques of black-and-white and color lithography. The development of a personal direction is encouraged. Prerequisites: a foundation drawing course and Foundation Printmaking, or permission of instructor. (Kim, Division III)

331a, b. Experimental Studio: Drawing
In this studio course, the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of drawing and is at a stage where personal expression has become possible. May be repeated for credit. Prerequisite: Fine Arts 231a or b, or permission of instructor. (Li, Division III)

333a, b. Experimental Studio: Painting
In this studio course, the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of painting and is at a stage where personal expression has become possible. May be repeated for credit. Prerequisite: Fine Arts 223a or b, or permission of instructor. (Li, Division III)

341a, b. Experimental Studio: Drawing
(Cairns, Division III)

343a, b. Experimental Studio: Sculpture
In this studio course, the student is encouraged to experiment with ideas and techniques with the purpose of develop-

ing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture and is at a stage where personal expression has become possible. May be repeated for credit. Prerequisite: Fine Arts 243a or b, or permission of instructor. (Cairns, Division III)

351a, b. Experimental Studio: Photography
Students produce an extended sequence of their work in either book or exhibition format using black-and-white or color photographic materials. The sequence and scale of the photographic prints are determined by the nature of the student's work. Weekly classroom critiques, supplemented by an extensive investigation of classic photographic picture books and related critical texts guide students to the completion of their coursework. This two-semester course consists of the book project (first semester) and the exhibition project (second semester). At the end of each semester the student may exhibit her or his project. Prerequisites: Fine Arts 101, 251, 260 and permission of instructor. (Williams, Division III)

480a, b. Independent Study
This course gives the advanced student the opportunity to experiment with concepts and ideas, and to explore in depth her or his talent. Prerequisite: permission of instructor. (staff)

499a, b. Senior Departmental Studies
The student reviews the depth and extent of experience gained, and in so doing creates a coherent body of work expressive of the student's insights and skills. At the end of the senior year the student is expected to produce a show of her or his work. (staff)

French and French Studies

Professors:
Grace M. Armstrong, *Major Adviser*
(on leave, semester II 2003)
Catherine Lafarge
(on leave, semester II 2003)
Nancy J. Vickers

Associate Professors:
Koffi Anyinéfa, *Chair, at Haverford College*
Brigitte Mahuzier, *Director of the Avignon Institute*

Assistant Professors:
Rebecca Graves, *at Haverford College*
Francis Higginson
Duane Kight, *at Haverford College*
David L. Sedley, *at Haverford College*
(on leave, 2002-03)

Senior Lecturers:
Roseline Cousin
Janet Doner

Instructor:
Florence Echtman, *at Bryn Mawr and Haverford Colleges*

Affiliated Faculty:
Lisa Graham, *at Haverford College*
(on leave, 2002-03)

The bi-college Department of Frenc combines the faculties of Haverford an Bryn Mawr Colleges to offer a unifie program and a variety of courses an major options. The purpose of the majo in French is to lay the foundation for a understanding and appreciation o French culture through its literature an language, the history of its arts, it thought and its institutions. Course offer ings are intended to serve both those wit particular interest in French literature, lit erary theory and criticism, as well a those with particular interest in Frenc

ınd French-speaking lands from the per-
spective of history, culture and political
science. A thorough knowledge of
French is a common goal for both orien-
ations, and texts and discussion in
French are central both to the program
focusing on French history and culture
interdisciplinary concentration) and to
he literary specialization (literature con-
centration).

In the 100-level courses, students are
ntroduced to the study of French litera-
ure and culture, and special attention is
given to the speaking and writing of
French. Courses at the 200 level treat
French literature and civilization from
he beginning to the present day. Three
200-level courses are devoted to
dvanced language training, with prac-
ice in spoken as well as in written
French. Advanced (300-level) courses
offer detailed study either of individual
uthors, genres and movements (litera-
ure concentration) or of particular peri-
ods, themes and problems in French cul-
ure (interdisciplinary concentration). In
oth tracks, students are admitted to
dvanced courses after satisfactory com-
letion of two semesters of 200-level
ourses in French.

Students in all courses are encouraged
o make use of the Language Learning
Center. In French 001, 002, 003, 004,
005, 212, 260 and 262, the use of the lab-
ratory and intensive oral practice in
mall groups directed by a department
ssistant form an integral part of the
ourse. French majors find it valuable to
upplement the work done at Bryn Mawr
nd Haverford by study abroad either
uring the summer at the Institut
'Etudes Françaises d'Avignon or during
ne sophomore or junior year.

All students who wish to pursue their
tudy of French must take a placement examination upon entrance at Bryn Mawr and Haverford. Those students who begin French have two options: intensive study of the language in the intensive sections offered at Bryn Mawr (the sequence 001-002 Intensive Elementary; 005 Intensive Intermediate and 102 Textes, Images, Voix II, or 005 and 105 Directions de la France contemporaine), or non-intensive study of the language at Bryn Mawr and Haverford in the non-intensive sequence (001-002; 003-004; 101-102 or 101-105). In either case, students who pursue French to the 200 level often find it useful to take as their first 200-level course either 212 Travaux pratiques de langue-niveau avancé or 260 Stylistique et traduction. Although it is possible to major in French using either of the two sequences, students who are considering doing so and have been placed at the 001 level are encouraged to take the intensive option.

The Department of French also cooperates with the Departments of Italian and Spanish in the Romance Languages major (see page 275).

Major Requirements

Requirements in the major subject are:

1. Literature concentration: French 101-102 or 101-105, French 212 or 260, four semesters of 200-level literature courses, two semesters of 300-level literature courses, and the two-semester Senior Conference.
2. Interdisciplinary concentration: French 101-102 or 101-105; French 212 or 260; French 291 and 294, the core courses; a minimum of two *civilisation* courses to be chosen among 246, 248, 251, 296, 298, 299, 325, 326, with at least one course at the 300 level; two 200- or 300-level French literature courses, with one of these courses cho-

sen at the 300 level; and the two-semester Senior Conference.

3. Both concentrations: all French majors are expected to have acquired fluency in the French language, both written and oral. Unless specifically exempted by the department, they are required to take French 212 or 260. Students may wish to continue from 212 to 260 to hone their skills further. Students placed at the 200 level by departmental examinations are exempted from the 100-level requirements. Occasionally, students may be admitted to seminars in the graduate school.

Honors

Undergraduates who have excelled in French by maintaining a minimum grade of 3.6 may, if invited by the department, write an honors thesis during the two semesters of their senior year. Departmental honors may also be awarded for excellence in both the oral and written comprehensive examinations at the end of the senior year.

Minor Requirements

Requirements for a French minor are French 101-102 or 101-105; French 212 or 260; and four 200-level or 300-level courses. At least one course must be at the 300 level.

A.B./M.A. Program

Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Such a program may be completed in four or five years and is undertaken with the approval of the department and of the dean of the Graduate School of Arts and Sciences.

Study Abroad

Students majoring in French may, by a joint recommendation of the deans of the Colleges and the Department of French, be allowed to spend their junior year in France under one of the junior year plans approved by their respective colleges; those organized by Sweet Briar, BCA and Wellesley Colleges are approved by both Bryn Mawr and Haverford, and additional programs are accepted separately by Bryn Mawr and Haverford.

Students wishing to enroll in a summer program may apply for admission to the Institut d'Etudes Françaises d'Avignon, held under the auspices of Bryn Mawr. The institute is designed for selected undergraduates and graduate students with a serious interest in French literature and culture, most particularly for those who anticipate professional careers requiring a knowledge of the language and *civilisation* of France. The curriculum includes general and advanced courses in French language, literature, social sciences, history and art. The program is open to students of high academic achievement who have completed a course in French at the third-year level or the equivalent.

Students of French are also encouraged to take advantage of the many opportunities offered on both campuses for immersion in the language and culture of France: residence in the French House in Haffner at Bryn Mawr; the weekly film series; and the weekly Table française at Haffner, Bryn Mawr, and the Dining Center, Haverford.

Teacher Certification

The Department of French offers a certification program in secondary teacher education. For more information, see the description of the Education program on page 150.

001-002. Elementary French

The speaking and understanding of French are emphasized particularly dur

ing the first semester. The work includes regular use of the Language Learning Center and is supplemented by intensive oral practice sessions. The course meets in intensive (nine hours a week) and non-intensive (six hours a week) sections. This is a year-long course; both semesters are required for credit. (Cousin, Doner, Echtman, Kight)

003-004. Intermediate French
The emphasis on speaking and understanding French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students use the Language Learning Center regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters are required for credit. (Cousin, Echtman, Graves, staff)

005. Intensive Intermediate French
The emphasis on speaking and understanding French is continued; literary and cultural texts are read and increasingly longer papers are written in French. In addition to the three class meetings a week, students develop their skills in an additional group session with the professors and in oral practice hours with assistants. Students use the Language Learning Center regularly. This course prepares students to take 102 or 105 in semester II. Open only to graduates of Intensive Elementary French or to students specially placed by the department. Students who are not graduates of Intensive Elementary French must take either 102 or 105 in semester II to receive credit. (Armstrong, Doner)

101. Textes, Images, Voix I
Presentation of essential problems in literary and cultural analysis by close reading of works selected from various periods and genres and by analysis of voice and image in French writing and film. Participation in discussion and practice in written and oral expression are emphasized, as are grammar review and laboratory exercises. (Anyinéfa, Kight, Lafarge, Mahuzier, Division III)

102. Textes, Images, Voix II
Continued development of students' expertise in literary and cultural analysis by emphasizing close reading as well as oral and written analyses of increasingly complex works chosen from various genres and periods of French and Francophone works in their written and visual modes. Readings begin with comic theatre of the 17th and 18th centuries and build to increasingly complex nouvelles, poetry and novels of the 19th and 20th centuries. Participation in guided discussion and practice in oral/written expression continue to be emphasized, as are grammar review and laboratory exercises. Prerequisite: French 005 or 101. (Echtman, Higginson, Division III)

105. Directions de la France contemporaine
An examination of contemporary society in France and Francophone cultures as portrayed in recent documents and film. Emphasizing the tension in contemporary French-speaking societies between tradition and change, the course focuses on subjects such as family structures and the changing role of women, cultural and linguistic identity, an increasingly multiracial society, the individual and institutions (religious, political, educational), and les loisirs. In addition to the basic

text and review of grammar, readings are chosen from newspapers, contemporary literary texts and magazines, complemented by video materials. Prerequisite: French 005 or 101. (Cousin, Kight, Division III)

201. Le chevalier, la dame et le prêtre: littérature et publics du Moyen Age
Using literary texts, historical documents and letters as a mirror of the social classes that they address, this interdisciplinary course studies the principal preoccupations of secular and religious men and women in France from the Carolingian period through 1500. Selected works from epic, *lai*, *roman courtois*, *fabliau*, theater, letters and contemporary biography are read in modern French translation. (Armstrong, Division III)

202. Crise et identité: La Renaissance
A study of the development of Humanism, the concept of the Renaissance and the Reformation. The course focuses on representative works, with special attention given to the prose of Rabelais and Montaigne, the Conteurs, the poetry of Marat, Scève, the Pléiade and d'Aubigné. (Sedley, Division III)
Not offered in 2002-03.

203. Passion et culture: Le Grand Siècle
Representative authors and literary movements placed within their cultural context, with special attention to development of the theater (Corneille, Molière and Racine) and women writers of various genres. (Sedley, Division III)
Not offered in 2002-03.

204. Le Siècle des lumières
Representative texts of the Enlightenment and the Pre-Romantic movement, with emphasis on the development of liberal thought as illustrated in the Encyclopédie and the works of Montesquieu, Voltaire, Diderot and Rousseau. (Lafarge, Division III).
Not offered in 2002-03.

205. Le Temps des prophètes: de Chateaubriand à Baudelaire (1800-1860)
From Chateaubriand and Romanticism to Baudelaire, a study of selected poems, novels and plays. (Lafarge, Division III)
Not offered in 2002-03.

206. Le Temps des virtuoses: Symbolisme, Naturalisme et leur progéniture, (1860-1930)
A study of selected works by Verlaine, Rimbaud, Zola, Valéry, Claudel, Proust and Gide. (staff, Division III)
Not offered in 2002-03.

207. Missionnaires et cannibales: de Malraux à Modiano (1930-1995)
A study of selected works illustrating the principal literary movements from 1930 to the present. (Higginson, Division III)

212. Travaux pratiques de langue-niveau avancé
A general review of the most common difficulties of the French language, with intensive drill in syntax patterns and vocabulary. Practice in composition, conversation and diction. (Anyinéfa)

213. Approches critiques et théoriques
This course provides exposure to influential 20th-century French theorists while bringing these thinkers to bear on appropriate literary texts. It hones students' critical skills while expanding their knowledge of French intellectual history. The explicitly critical aspect of the course will also serve students through-

out their coursework, regardless of field. (Higginson, Mahuzier, Sedley, Division III; cross-listed as Comparative Literature 213) *Not offered in 2002-03.*

216. Le Rire
An examination of laughter and its role in French literature through the ages. The universals of the comic tradition — recurrent techniques, stock characters, evergreen themes — as well as their adaptation within a particular context, whether social, political, historical or literary, are considered. Works are selected from different periods (medieval through 20th century), from different genres (drama, tales, novels, poetry), and for the 20th century, from two media (print and film). (Doner, Division III)
Not offered in 2002-03.

246. Medieval Women
A study of the role of women in selected societies of medieval Europe (from Rome to Early Renaissance) with particular attention to the historical activities and literary portrayal of women in the 12th century. May be offered for interdisciplinary major when written work is presented in French. In English, with an extra weekly session in French. Prerequisite: French 101, History 111 or equivalent. (Armstrong, staff, Division III)
Not offered in 2002-03.

248. Histoire des femmes en France
A study of women and gender in France from the Revolution to the present. The course pays particular attention to the role of women in the French Revolution (declarations, manifestos, women's clubs, salons, etc.) and in the post-revolutionary era, as well as more contemporary feminist manifestations in France since Simone de Beauvoir's *Deuxième Sexe* and the flow of feminist texts produced in the wake of May '68.
(Mahuzier, Division III)
Not offered in 2002-03.

250. Introduction à la littérature francophone
A study of male and female writers of Black Africa, Arab North Africa and the Caribbean. (Anyinéfa, Division III)
Not offered in 2002-03.

251. La Mosaïque France
A study that opposes discourse of exclusion, xenophobia, racism and the existence of a mythical, unique French identity by examining 20th-century French people and culture in their richness and variety, based on factors such as gender, class, region, colonization and decolonization, immigration and ethnic background. Films and texts by Beauvoir, Ernaux, Carles, Jakez Helias, Zobel, Duras, Cardinal, Begag and Modiano. (staff, Division III)
Not offered in 2002-03.

252. La Vision de la femme dans la littérature française du XVIIe et XVIIIe siècles
The vision of woman in representative French authors from Madame de Lafayette to Madame de Charrière. Novels and essays written by both men and women are studied to illustrate the variations of the vision during these two centuries. (Lafarge, Division III)
Not offered in 2002-03.

255. Cinéma française/francophone et (Post-)colonialisme
A study of *cinéastes* from Black Africa, Arab North Africa and the Caribbean whose films treat colonial and post-colonial experiences. (Anyinéfa, Division III)

260. Stylistique et traduction
Intensive practice in speaking and writing. Conversation, discussion, advanced training in grammar and stylistics, translation of literary and nonliterary texts, and original composition. (Cousin, Doner)

262. Débat, discussion, dialogue
Intensive oral practice intended to bring non-native French speakers to the highest level of proficiency through the development of debating and discussion skills. Topic for 2002-03: Sujets de débat scientifiques et sociaux. Prerequisite: French 260. (staff)

280. Analyses sémiologiques de la culture française: stéréotypes et réalités
A study of how French society represents itself both to the French and to others, and of the discrepancies between this representation and the more complex, evolving reality. Conducted through various media (art, computer media, films, popular and serious literature, pedagogical texts, song, talk shows, television, theater, etc.). (staff, Division III)
Not offered in 2002-03.

291. La Civilisation française
A survey of French cultures and society from the Revolution to De Gaulle's Republic. Serves as one of the core courses for the interdisciplinary concentration. (Mahuzier, Division III)
Not offered in 2002-03.

294. La Civilisation française: les origines
A study of the historical development of French civilization from its medieval origins to the end of Louis XIV's reign. Emphasis on the interconnections among politics, history of ideas and aesthetics. Among topics of particular importance treated in this course are romanesque versus Gothic art and architecture; medieval theocentrism versus Renaissance humanism; and the political, scientific and philosophical foundations of French Classicism. This course serves as one of the introductory courses for the interdisciplinary concentration. (staff, Division III) *Not offered in 2002-03.*

295. La Ville de Paris aux XVIIe et XVIIIe siècles
A study of the geography, architecture, economics, sociology and politics of Paris in these two periods. (Lafarge, Division III; cross-listed as Growth and Structure of Cities 295)
Not offered in 2002-03.

298. La France depuis 1945
This in-depth analysis of contemporary France, at a more advanced level than 105, explores the political, social and cultural foundations of today's France from 1945 on. The course examines the main historical events (reconstruction after World War II, the colonial wars in Indochina and North Africa, De Gaulle's foundation of the Fifth Republic, the socialist experiment in 1981) and the history of ideas (the Sartre-Camus opposition, structuralism, theoretical trends in literature, cinema and the theater). Includes an introduction to the cultural variety of Francophonie. (staff, Division III) *Not offered in 2002-03.*

299. Littérature, histoire, et société de la Révolution à la Première Guerre mondiale
A study of the language and political, social and ethical messages of literary texts whose authors were "engagés" in the conflicts, wars and revolutions that

shook French society from the advent of the 1789 Revolution to the First World War. Counts for either the literary or interdisciplinary track. (Mahuzier, Division III)

302. Le printemps de la parole féminine: femmes écrivains des débuts
This study of selected women authors from the French Middle Ages, Renaissance and Classical period — among them Marie de France, the trobairitz, Christine de Pisan, Marguerite de Navarre and Madame de Lafayette — examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to female writing; among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement. (Armstrong, Division III; cross-listed as Comparative Literature 302) *Not offered in 2002-03.*

303. Amour et passion
A study of these constant themes through selected literature from the Middle Ages to the 20th century and various genres like the novel, poetry and tragedy with emphasis on permanence and change, factors that impinge on love and passion, and their expression in language. Included are Tristan et Iseut, 16th-century poetry, works by Racine, Prévost, Constant, Balzac and Duras. (staff, Division III) *Not offered in 2002-03.*

306. Libertinage et érotisme au XVIIIe siècle
A close study of works representative of the 18th-century French novel, with special attention to the memoir novel (Marivaux and Prévost), the philosophical novel (Diderot and Voltaire), and the epistolary novel (Rousseau, Laclos and Rétif de la Bretonne). (Lafarge, Division III) *Not offered in 2002-03.*

307. Le Théâtre du XVIIIe siècle: Marivaux, Beaumarchais
A study of the two most famous writers of comedies in the 18th century and of the contributions of authors like Lesage, Voltaire and Diderot, their place in the history of the genre, and an explanation of why the theater was one of the great passions of the century. (Lafarge, Division III) *Not offered in 2002-03.*

308. Baudelaire
A study of the *Fleurs du Mal* and the *Petits Poèmes* en prose, with emphasis upon the modernité of themes and techniques. Attention is also given to the Paradis artificiels and a selection of Baudelaire's critical writings as primary sources of later definitions of the nature and function of the symbol in poetry and other arts. (Mahuzier, Division III) *Not offered in 2002-03.*

312. Advanced Topics: Littérature antillaise (Anyinéfa, Division III) *Not offered in 2002-03.*

315. Femmes écrivains du XIXe et du XXe siècle: George Sand, Colette, Simone de Beauvoir
A study of the fiction of these three major women writers, each of whom addressed some of the issues of feminism, but were more largely concerned with the problem of identity at the height of the Romantic era, La Belle Epoque and the Age of Existentialism. (staff, Division III) *Not offered in 2002-03.*

319. Verlaine et Rimbaud
A close study of the major works of the two poets, with special attention to their distinctive evolution, treatment of archetypal themes and images, and experiments with poetic form and language.
(staff, Division III)
Not offered in 2002-03.

320. La France et Ses Orients
This course introduces students to the concept of Orientalism, as proposed by Edward Saïd, through readings of a number of canonical writers of the 19th and 20th centuries from North Africa, the Middle East and France. In the process, students will learn how to read diachronically and cross-culturally. (Higginson, Division III; cross-listed as Comparative Literature 320)

325, 326. Etudes avancées de civilisation
An in-depth study of a particular topic, event or historical figure in French civilisation. The seminar topic rotates among many subjects: La Révolution française: histoire, littérature et culture; L'Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours. Topic for 2002-03: Crimes et criminalité.
(Mahuzier, Division III)

350. Voix médiévales et échos modernes
A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends, and by medieval genres, such as the *roman*, saints' lives or the miracle play. Included are works by Hugo, Flaubert, Claudel, Anouilh, Bonnefoy, Genevoix, Gracq and Yourcenar. (Armstrong, Division III; cross-listed as Comparative Literature 350) *Not offered in 2002-03.*

354. Ecrivains/théoriciens engagés
(Mahuzier, Division III)

398-399. Senior Conference
A weekly seminar examining representative French and Francophone literary texts and cultural documents from all periods, and the interpretive problems they raise. Close reading and dissection of texts, complemented by extensive secondary readings from different schools of interpretation, prepare students to analyze others' critical stances and to develop their own. In addition to short essays and oral presentations, students write a long paper each semester and end the year with Senior Comprehensives, which consist of an oral *explication* of a French literary text or cultural document and a four-hour written examination.
(Armstrong, Anyinéfa)

Courses that may be offered by current faculty as student interest and circumstances permit:

220. Dadaïsme et Surréalisme (Higginson)
301. Le roman courtois (Armstrong)
307. Marivaux et Giraudoux (Lafarge)
309. Du symbolisme au naturalisme (Mahuzier)
313. Poètes du XXe siècle (staff)

General Studies

Certain courses focus on areas that are not usually covered in the Bryn Mawr curriculum and provide a supplement to the areas more regularly covered; these are called General Studies courses and are listed in the *Course Guide* under this heading. Courses that cut across a number of disciplines and emphasize relationships among them are cross-listed and described under the departments that sponsor them.

Many general studies courses are open, without prerequisite, to all students. With the permission of the major department, they may be taken for major credit.

101. African Civilizations: An Interdisciplinary Introduction to Africana Studies
The required introduction to African societies, cultures and political economies with an emphasis on change and response among African people in Africa and outside. (Ngalamulume, Glickman)

103. Introduction to Swahili Language and Culture (Mshomba, Division III)

104. Learning Foreign Languages (staff)

112. Great Questions of Russian Literature (Allen, Division III)

209. Conflict Resolution in Community Settings
The purpose of this Praxis II course is to learn basic components of conflict and conflict resolution, and apply these skills in a community setting. The course will combine theory and practice focusing on the application of conflict resolution models in multiracial, multicultural community settings. Students will do six to eight hours of fieldwork a week in a community setting. The class will meet weekly to hear lectures, share learning, discuss issues and present case studies. (staff, Division I) *Not offered in 2002-03.*

213. Introduction to Mathematical Logic
Equational logics and the equational theories of algebra are used as an introduction to mathematical logic. While the basics of the grammar and deductive systems of these logics are covered, the primary focus is their semantics or model theory. Particular attention is given to those ideas and results that anticipate developments in classical first-order model theory. Prerequisites: Philosophy 103 and Mathematics 231. (Weaver, Division II)

215. Introduction to Set Theory: Cardinals and Ordinals
Study of the theory of cardinal and ordinal numbers in the context of Gödel-Bernays-von Neumann set theory. Topics include equivalents of the axiom of choice and basic results in infinite combinatorics. Prerequisites: Philosophy 103 and Mathematics 231. (Weaver, Division II or Quantitative Skills)
Not offered in 2002-03.

224. Gender and Science (staff)
Not offered in 2002-03.

225. Healing, Harming and Humanism
Healing is a dialogue; every encounter between a doctor and patient is unique. This course explores the evolution of this relationship from ancient times to the

"anxious times" of the 20th century. In so doing we will have occasion to reevaluate our personal understanding of aging, death, disease and healing — what it means to "get better," the importance of accepting and not accepting continued suffering, and our own aging and dying. Readings will be drawn from the Bible and other religious texts; ancient texts; plays, novels, poetry and essays by modern writers; and current medical literature. (Thaler, Division III)

290. Interdisciplinary Perspectives on Gender (Tensuan, Division III)
Not offered in 2002-03.

303. Advanced Mathematical Logic
This course develops various advanced topics in the branch of mathematical logic called model theory. Topics include homogeneous models, universal models, saturated and special models, back-and-forth constructions, ultraproducts, the compactness and Lowenheim-Skolem theorems, submodel complete theories, model complete theories, and omega-categorical theories. Prerequisite: General Studies 213 or Haverford Mathematics 237. (Weaver) *Not offered in 2002-03.*

Geology

Professors:
Maria Luisa B. Crawford, *Chair*
W. Bruce Saunders, *Major Adviser*

Assistant Professors:
Donald C. Barber
Arlo B. Weil

Lecturer and Laboratory Coordinator:
Blythe L. Hoyle

The department seeks to make students more aware of the physical world around them and of its development through time. The subject includes a study of the materials of which the Earth is made; of the physical processes which have formed the Earth, especially near the surface; of the history of the Earth and its organisms; and of the various techniques necessary to investigate Earth processes and history.

Each introductory course is designed to cover a broad group of topics from a different perspective. Students may elect any of the 100-level courses. Geology applies many scientific disciplines to investigate problems of the Earth. Fieldwork is an essential part of geologic training and is part of many classes and of most independent research projects.

Major Requirements
Fourteen courses are required for the major: Geology 101 or 103, 102, 201, 202, 203, 204 and 205; two courses each in two of the following: chemistry, mathematics, physics; Geology 403; and either two advanced geology courses or one advanced geology course and an additional upper-level course in chemistry, mathematics or physics. Additional courses in the allied sciences are strong-

ly recommended and are required by most graduate schools. A student who wishes to follow a career in geology should plan to attend a summer field course, usually following the completion of the 200-level courses.

Honors
Honors are awarded to students who have outstanding academic records in geology and allied fields, and whose research is judged by the faculty of the department to be of the highest quality.

Minor Requirements
A minor in geology consists of Geology 101 or 103, 102 and any four of the following: Geology 201, 202, 203, 204, 205, 206 or 236.

Concentration in Environmental Studies
The Environmental Studies Concentration at Bryn Mawr allows students to explore the interactions between the geosphere, biosphere and human societies. The concentration, offered jointly by the Departments of Anthropology, Biology, Geology and Growth and Structure of Cities, takes the form of concentrations in each of these departments.

The Environmental Concentration in Geology consists of the five core courses required of all environmental studies concentrators — Biology 101, 220, Anthropology 101, Geology 103, and the senior seminar in environmental studies — as well as 12 courses specific to the Environmental Concentration in Geology: Chemistry 101 or 103, 104, Mathematics 101, 102, Geology 101, 201, 202, 205, 302 or 313 or 315, 403, one additional 300-level course in Geology or Biology, and one additional course in Anthropology. Students are encouraged to take additional environmentally-oriented courses in the social sciences and the humanities, such as Economics 105, 213, 214 and 234, Growth and Structure of Cities 185 and Political Science 222.

Research Project
All geology majors undertake a research project (Geology 403) in the senior year. A student may undertake a one- or two-semester project with the approval of the department.

101. How the Earth Works
An introduction to the study of planet Earth — the materials of which it is made, the forces that shape its surface and interior, the relationship of geological processes to people, and the application of geological knowledge to the search for useful materials. Laboratory and fieldwork focus on learning the tools for geological investigations and applying them to the local area and selected areas around the world. Three lectures and one afternoon of laboratory or fieldwork a week. One required one-day field trip on a weekend. (Weil, Division IIL)

102. Earth History
The history of the Earth from its beginning and the evolution of the living forms that have populated it. Three lectures, one afternoon of laboratory a week. A required three-day field trip is taken in the late spring. An extra fee is collected for this trip. (Saunders, Division IIL)

103. Introduction to Earth Systems and the Environment
This integrated approach to studying the Earth focuses on interactions between geologic, biologic, climatic and oceanographic processes. The course provides a basic understanding of systems operating

within the geosphere, atmosphere, hydrosphere and biosphere. The second half is devoted to developing an understanding of the interactions among these systems, including the consequences of population and economic growth, industrial development and land-use changes. The course consists of three lectures and one lab a week, and includes a required three-day field trip for which an extra fee is collected. (Barber, Division IIL; cross-listed as Growth and Structure of Cities 103)

201. Crystallography and Optical Mineralogy
The study of morphological and optical crystallography. Description of the external symmetry of crystalline solids and instruction in the use of the polarizing microscope for use in identifying minerals. Crystal chemistry of representative ionic and covalent atomic structures, and silicate polymer repeat groups. Lecture three hours, laboratory three hours a week. Prerequisite: Geology 101 or 103 or Chemistry 101 or 103 and 104. (Crawford, Division IIL)

202. Mineralogy and Crystal Chemistry
Descriptive and determinative hand specimen and optical mineralogy. The relation between the physical properties of minerals and their structures and chemical composition. The occurrence and the petrography of typical mineral associations. Lecture three hours, laboratory three hours a week. Prerequisite: Geology 201. (Crawford, Division IIL)

203. Invertebrate Paleobiology
Biology, evolution, ecology and morphology of the major marine invertebrate fossil groups. Three lectures and one three-hour laboratory a week. A semester-long research project introducing microcomputer-based morphometric analysis will be based on material collected on a three-day trip to the Tertiary deposits of the Chesapeake Bay. (Saunders, Division IIL)

204. Structural Geology
Three lectures and three hours of laboratory a week, plus weekend field trips. Recognition and description of deformed rocks, map reading, and an introduction to the mechanics and patterns of deformation. Prerequisites: Geology 101 and Mathematics 101. (Weil, Division IIL)

205. Sedimentary Materials and Environments
An introduction to the principles of sedimentology, depositional processes, facies analysis and stratigraphy. We explore the controls on composition and texture of sedimentary materials — clastic, carbonate and chemical — placing particular emphasis on understanding the physical, chemical and biological processes governing sedimentation in different environments. This information facilitates interpretation of sedimentary sequences and the development of facies models to aid in reconstructing past environmental conditions. Three lectures and one lab a week, with at least one day-long field trip. Prerequisite: Geology 101, 102 or 103 or permission of instructor. Recommended: Geology 201, 202 and 203. (Barber, Division IIL)

206. Energy, Resources and Public Policy
An examination of issues concerning the supply of energy and raw materials required by humanity. This includes an investigation of requirements and supply

of energy and of essential resources, of the geological framework that determines resource availability, and of the social, economic and political considerations related to energy production and resource development. Two 90-minute lectures a week. Prerequisite: one year of college science. (staff, Division II) *Offered in alternate years. Not offered in 2002-03.*

209. Natural Hazards and Human Populations
Discussion of Earth processes that occur on human time scales and their impact on humanity both past and present. We will quantitatively consider the past, current and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods and hurricanes. The course will include discussion of the social, economic and policy contexts in which geologic processes become geologic hazards. Case studies will be drawn from contemporary and ancient societies. Lecture three hours a week, with one day-long field trip. Prerequisite: one semester of college science or permission of instructor. (Barber, Weil, Division II)

236. Evolution
A lecture/discussion course on the development of evolutionary thought, generally regarded as the most profound scientific event of the 19th century; its foundations in biology and geology; and the extent of its implications to many disciplines. Emphasis is placed on the nature of evolution in terms of process, product, patterns, historical development of the theory, and its applications to interpretations of organic history. Lecture three hours a week. Prerequisite: a 100-level science course or permission of instructors. (R. Davis, Gardiner, Saunders; cross-listed as Anthropology 236 and Biology 236)

301. Geochemistry of Crystalline Rocks
Principles and theory of various aspects of geochemistry to include elementary thermodynamics and phase diagrams, an introduction to isotopes, and applications of chemistry to the study of igneous and metamorphic rocks. Three lectures a week, occasionally augmented by fieldwork. Prerequisites: Geology 202 and Chemistry 101 or 103, and 104 or permission of instructor. (Crawford)
Not offered in 2002-03.

302. Low-Temperature Geochemistry
The geochemistry of Earth surface processes. Emphasis is on the chemistry of surface waters, atmosphere-water environmental chemistry, chemical evolution of natural waters and pollution issues. Fundamental principles are applied to natural systems with particular focus on environmental chemistry. Three hours of lecture a week and problem sessions. Prerequisites: Chemistry 103, 104 and Geology 202 or two 200-level chemistry courses, or permission of instructor. (Hoyle)

303. Advanced Paleontology
Principles, theory and application of various aspects of paleobiology such as evolution. Seminar-based, with a semester-long research project. Three lectures, three hours of laboratory a week (with occasional field-work). Prerequisite: Geology 203 or permission of instructor. (Saunders) *Not offered in 2002-03.*

304. Tectonics
Three hours of lecture and a problem session a week. Plate tectonics and continental orogeny are reviewed in light of the geologic record in selected mountain

ranges and certain geophysical data. Prerequisite: Geology 204. (Weil)
Not offered in 2002-03.

305. Igneous and Metamorphic Petrology
The origin, mode of occurrence, and distribution of igneous and metamorphic rocks. The focus is on the experimental and field evidence for interpreting rock associations and the interplay between igneous and metamorphic rock genesis and tectonics. Three lectures and three hours of laboratory or equivalent field work a week. Occasional weekend field trips. Prerequisites: Geology 201, 202 and Chemistry 101 or 103, and 104. (Crawford) *Offered in alternate years. Not offered in 2002-03.*

306. Advanced Sedimentary Geology
For those students wishing to pursue advanced study of sediments, sedimentary facies and depositional processes. This topically-focused course involves the collection and analysis of sedimentological and/or geomorphological data. Class meets once weekly for three hours, and includes a weekend field trip. Prerequisites: Geology 202 and 205, or permission of instructor. (Barber)
Not offered in 2002-03.

310. Introduction to Geophysics
What do we know about the interior of the Earth? How do we know it? Geophysical observations of the Earth's magnetic field, gravity field, heat flow, radioactivity and the propagation of seismic waves through the Earth each provide a means to study the mechanisms of plate tectonics and provide a window to the remote (subsurface) regions of the Earth. Geophysical techniques are some of the principal tools used in the exploration for mineral and energy resources; in the monitoring of groundwater, earthquakes and volcanoes; and in the investigation of other planets in our solar system. This course is designed for all geology majors, for astronomy majors interested in the study of planets and for physics majors interested in how physics is applied to the study of the Earth. Three class hours a week. Prerequisites: Geology 101 and Physics 101-102.

312. Quaternary Geology
The Quaternary Period comprises the last 1.5 million years of Earth history, an interval dominated by climate fluctuations and the waxing and waning of large northern hemisphere ice sheets. This course will cover the many types of geologic evidence, from glacial geomorphology to deep-sea geochemistry, that are used to reconstruct ocean and atmospheric conditions (e.g., temperature) through the Quaternary. We will also consider recent nonglacial deposits and landforms, including coastal features, but the general emphasis is on how the landscape has evolved within the context of Quaternary climate variability. Three class hours a week, including hands-on data analysis, and one day-long field trip. Prerequisite: Geology 101, 102 or 103. (Barber)

313. Ground Water, Contamination and Remediation
This course reviews the science and policy of ground water contamination. Part I introduces groundwater hydrogeology and tools for groundwater-resource characterization. Part II covers groundwater contamination and remediation schemes. We also discuss the role of groundwater in geologic processes, numerical modeling of ground water flow, and public policy regarding contamination and cleanup. Three hours of lecture and three hours of

laboratory a week, plus one weekend field trip. Prerequisite: Geology 101 or 103. Corequisite: Math 101.
Not offered in 2002-03.

314. Marine Geology
An introduction to the structure and tectonics of ocean basins, their sedimentary record and the place of marine systems in the geologic record. Includes an overview of physical and chemical oceanography, and a review of how paleoceanographic research has shaped our knowledge of Earth's climate history. Meets twice weekly for a combination of lecture, discussion and hands-on exercises, including one day-long field trip. Prerequisite: Geology 101, 102 or 103. (Barber) *Not offered in 2002-03.*

336. Evolutionary Biology: Advanced Topics
A seminar course on current issues in evolution. Discussion based on readings from the primary literature. Topics vary from year to year. One three-hour discussion a week. Prerequisite: Geology 236 or permission of instructor. (Gardiner, Saunders, staff; cross-listed as Anthropology 336 and Biology 336)

397. Senior Seminar in Environmental Studies. (staff; cross-listed as Anthropology 397 and Biology 397)

403. Independent Research
An independent project in the field, laboratory or library culminating in a written report and oral presentation. (staff)

Graduate seminars in geology are open to qualified undergraduates with the permission of the instructor, the student's dean and the dean of the Graduate School of Arts and Sciences.

German and German Studies

Professor of German and Comparative Literature:
Azade Seyhan, *Acting Chair*

Associate Professors:
Imke Meyer, *Chair* (on leave, 2002-03)
Ulrich Schönherr, *at Haverford College*

Visiting Assistant Professor:
Christopher Pavsek, *at Haverford College*

Lecturers:
Helga Halbfass
David Kenosian

Affiliated Faculty:
Jane Caplan
Robert J. Dostal
Richard Freedman, *at Haverford College*
Carol J. Hager
Carola Hein
Christiane Hertel
Lisa Saltzman
Kathleen Wright, *at Haverford College*

The Department of German draws upon the expertise of the German faculty at both Bryn Mawr and Haverford Colleges to offer a broadly conceived German Studies program, incorporating a variety of courses and major options. The purpose of the major in German is to lay the foundation for a critical understanding of German culture in its contemporary international context and its larger political, social and intellectual history. To this end we encourage a thorough and comparative study of the German language and culture through its linguistic and literary history, systems of thought, institutions, political configurations, and arts and sciences.

The German program aims, by means of various methodological approaches to the study of another language, to foster critical thinking, expository writing skills, understanding of the diversity of culture(s), and the ability to respond creatively to the challenges posed by cultural difference in an increasingly multicultural world. Course offerings are intended to serve both students with particular interests in German literature and literary theory and criticism, and those interested in studying German and German-speaking cultures from the perspective of communication arts, film, history, history of ideas, history of art and architecture, history of religion, institutions, linguistics, mass media, philosophy, politics, and urban anthropology and folklore.

A thorough knowledge of German is a common goal for both major concentrations. The objective of our language instruction is to teach students communicative skills that would enable them to function effectively in authentic conditions of language use and to speak and write in idiomatic German. A major component of all German courses is the examination of issues that underline the cosmopolitanism as well as the specificity and complexity of contemporary German culture. Many German majors can and are encouraged to take courses in interdisciplinary areas, such as Comparative Literature, Feminist and Gender Studies, Growth and Structure of Cities, History, History of Art, Music, Philosophy and Political Science, where they read works of criticism in these areas in the original German.

Major Requirements

The German major consists of 10 units. All courses at the 200 or 300 level count toward the major requirements, either in a literature concentration or in a German Studies concentration. A literature concentration normally follows the sequence 201 and/or 202; 205 or 206, or 214, 215; plus additional courses to complete the 10 units, two of them at the 300 level; and finally one semester of Senior Conference. A German Studies major normally includes 223 and/or 224; one 200- and one 300-level course in German literature; three courses (at least at the 300 level) in subjects central to aspects of German culture, history or politics; and one semester of German 321 (Advanced Topics in German Cultural Studies). Within each concentration, courses need to be selected so as to achieve a reasonable breadth, but also a degree of disciplinary coherence. Within departmental offerings, German 201 and 202 (Advanced Training) strongly emphasize the development of conversational, writing and interpretive skills. German majors are encouraged, when possible, to take work in at least one foreign language other than German.

Honors

Any student who has completed a senior thesis and whose grade point average in the major at the end of the senior year is 3.8 or higher qualifies for departmental honors. Students who have completed a thesis and whose major grade point average at the end of the senior year is 3.6 or higher, but not 3.8, are eligible to be discussed as candidates for departmental honors. A student in this range of eligibility must be sponsored by at least one faculty member with whom she has done coursework, and at least one other faculty member must read some of the student's advanced work and agree on the excellence of the work in order for departmental honors to be awarded. If

there is a sharp difference of opinion, additional readers will serve as needed.

Minor Requirements

A minor in German and German Studies consists of seven units of work. To earn a minor, students are normally required to take German 201 or 202, and four additional units covering a reasonable range of study topics, of which at least one unit is at the 300 level. Additional upper-level courses in the broader area of German Studies may be counted toward the seven units with the approval of the department.

Study Abroad

Students majoring in German are encouraged to spend some time in German-speaking countries in the course of their undergraduate studies. Various possibilities are available: summer work programs, DAAD (German Academic Exchange) scholarships for summer courses at German universities, and selected junior year abroad programs.

Students of German are also encouraged to take advantage of the many opportunities on both campuses for immersion programs in German language and culture: residence in Haffner Hall foreign language apartments; the German Film Series; the German Lecture Series; the weekly *Stammtisch*; and more informal conversational groups attended by faculty.

001-002. Elementary German

Meets five hours a week with the individual class instructor, two hours with student drill instructors. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. This is a year-long course; both semesters are required for credit. (staff)

101, 102. Intermediate German

Thorough review of grammar, exercises in composition and conversation. Enforcement of correct grammatical patterns and idiomatic use of language. Study of selected literary and cultural texts and films from German-speaking countries. Two semesters. (staff)

201. Advanced Training: Language, Text, Context

Emphasis on the development of conversational, writing and interpretive skills through an introductory study of German political, cultural and intellectual life and history, including public debate, institutional practices, mass media, cross-cultural currents, folklore, fashion and advertising. Course content may vary. (Meyer, Pavsek, Schönherr, Seyhan, Division III)

202. Advanced Training: Introduction to German Studies

Interdisciplinary and historical approaches to the study of German language and culture. Selected texts for study are drawn from autobiography, anthropology, *Märchen*, satire, philosophical essays and fables, art and film criticism, discourses of gender, travel writing, cultural productions of minority groups, and scientific and journalistic writings. Emphasis is on a critical understanding of issues such as linguistic imperialism and exclusion, language and power, gender and language, and ideology and language. (Meyer, Pavsek, Schönherr, Seyhan, Division I or III)

209. Introduction to Literary Analysis: Philosophical Approaches to Criticism

A focus on applications and implications of theoretical and aesthetic models of

knowledge for the study of literary works. (Seyhan, Division I or III; cross-listed as Comparative Literature 209 and Philosophy 209)

212. Readings in German Intellectual History
Study of selected texts of German intellectual history, introducing representative works of G. E. Lessing, Immanuel Kant, Friedrich Schiller, Georg W. F. Hegel, Karl Marx, Friedrich Nietzsche, Sigmund Freud, Martin Heidegger, Werner Heisenberg, Theodor W. Adorno, Walter Benjamin, Ludwig Wittgenstein, Hannah Arend and Jürgen Habermas. The course aims to introduce students to an advanced cultural reading range and the languages and terminology of humanistic disciplines in German-speaking countries, and seeks to develop their critical and interpretive skills. (Meyer, Pavsek, Schönherr, Seyhan, Division III; cross-listed as Philosophy 204)

214, 215. Survey of Literature in German
A study of the major periods of German literature within a cultural and historical context, including representative texts for each period. Topic for fall 2002: Music, Politics and Gender in German Literature. (Meyer, Schönherr, Division III)

223, 224. Topics in German Cultural Studies: Geschichte und Geschichten
Course content varies. Topic for fall 2002: German Histories – Narratives of Nation and Loss in the 20th Century. (Caplan, Division I or III)

231. Cultural Profiles in Modern Exile
This course investigates the anthropological, philosophical, psychological, cultural and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multilingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Friedrich Nietzsche, Sigmund Freud, Milan Kundera, Salman Rushdie, Julia Alvarez, Anita Desai and others. (Seyhan, Division III; cross-listed as Anthropology 231 and Comparative Literature 231) *Not offered in 2002-03.*

245. Interdisciplinary Approaches to German Literature and Culture
Course content varies. Topic for fall 2002: Women's Narratives on Modern Migrancy, Exile and Diasporas. (Seyhan, Division III; cross-listed as Anthropology 246 and Comparative Literature 245)

262. Film and the German Literary Imagination
This course provides an introduction to narrative structures and strategies in fiction and film. It focuses on the different ways written texts and visual media tell their stories, represent their times and promote forms of historical and cultural remembering. (Pavsek, Seyhan, Division III; cross-listed as Comparative Literature 262)

299. Cultural Diversity and Its Representations
A focus on representations of "foreignness" and "others" in selected German works since the 18th century, including works of art, social texts and film, and on the cultural productions of non-German

writers and artists living in Germany today. (Seyhan, Division I or III)
Not offered in 2002-03.

305. Modern German Drama
Theory and practice of dramatic arts in selected plays by major German, Austrian and Swiss playwrights from the 18th century to the present.
(Meyer, Seyhan, Division III)
Not offered in 2002-03.

320. Topics in German Literature
Course content varies. Previous course offerings include Romantic Literary Theory and Literary Modernity, The Experience of the Foreign in German Culture, Configurations of Femininity in German Literature, and Nietzsche and Modern Cultural Criticism. Topic for spring 2003: Literature and New Media — From the Gutenberg Galaxy to Cyberspace. (Meyer, Schönherr, Seyhan, Division III)

321. Advanced Topics in German Cultural Studies
Course content varies. Previous topics include Masculinity and Femininity in German Cinema, Berlin in the 1920s, and Vienna 1900. (Halbfass, Meyer, Schönherr, Seyhan, Division III; cross-listed as History of Art 348)

399. Senior Conference (staff)

403. Independent Study (staff)

In addition to courses that focus on the study of German language, culture and civilization offered by the Department of German, courses relating to any aspect of German culture, history and politics given in other departments can count toward requirements for a major or minor in German Studies. This is particularly true of courses in Comparative Literature, Feminist and Gender Studies, Film, Growth and Structure of Cities, History, History of Art, Music, Philosophy, Political Science and Theater.

The following courses currently offered at Bryn Mawr College are recommended electives for German Studies majors:

Comparative Literature
210. Women and Opera

History
248. German Histories: 19th-20th Centuries

Greek, Latin and Classical Studies

Professors:
Julia H. Gaisser (on leave, 2002-03)
Richard Hamilton
Russell T. Scott, *Chair and Major Adviser*

Visiting Professor:
Sharon James

Katherine E. McBride Professor:
Gregory W. Dickerson

Assistant Professors:
Catherine Conybeare
Radcliffe Edmonds

The department offers four concentrations in Classics: Greek, Latin, Classical Languages, and Classical Culture and Society. In addition to the sequence of courses specified for each concentration, all students must participate in the senior conference, a full-year course. In the first term students study various fields in Classics (e.g., law, literary history, philosophy, religion, social history), while in the second term they write a long research paper and present their findings to the group. Senior essays of exceptionally high quality may be awarded departmental honors at commencement.

Students of Classical Culture and Society, according to their concentrations, are encouraged to consider a term of study during junior year at the College Year in Athens or the Intercollegiate Center for Classical Studies in Rome.

Greek

The sequence of courses in the ancient Greek language is designed to acquaint the students with the various aspects of Greek culture through a mastery of the language and a comprehension of Greek history, mythology, religion and the other basic forms of expression through which the culture developed. The works of poets, philosophers and historians are studied both in their historical context and in relation to subsequent Western thought. In addition, the department regularly offers one or more courses on Greek history, myth, literature or religion for which knowledge of the Greek language is not required.

Major Requirements

Requirements in the major are, in addition to the Classics Senior Seminar: 016, 017, 101, 104, 201, 202 and either 305 or 306. Also required are three courses to be distributed as follows: one in Greek history, one in Greek archaeology, and one in Greek philosophy. The major is completed with a comprehensive sight translation of Greek to English.

Prospective majors in Greek are advised to take Greek 016 and 017 in the first year. For students entering with Greek there is the possibility of completing the requirements for both A.B. and M.A. degrees in four years. Those interested in pursuing advanced degrees are advised to have a firm grounding in Latin.

Minor Requirements

Requirements for a minor in Greek are: 016, 017, 101, 104, 201 and 202.

016, 017. Reading Greek for the Golden Age

A grammar-based, "bottom-up" introduction to classical Greek, emphasizing mastery of individual letters, nouns and verbs, and finally single sentences supplemented by readings each week from a "top-down" introduction focusing on the

paragraph, comprehension of context and Greek idiom, with the goal of reading a dialogue of Plato and a speech by Lysias. (Edmonds)

101. Herodotus
Book I of Herodotus' *History* and weekly prose composition. (Hamilton, Division III)

103. New Testament
Selections from the Gospels, Acts and Epistles. (staff, Division III)
Not offered in 2002-03.

104. Homer
Several books of the *Odyssey* are read and verse composition is attempted. A short essay is required. (Hamilton, Division III)

201. Plato and Thucydides
The Symposium and the history of the Sicilian Expedition. (Edmonds, Division II)

202. The Form of Tragedy (staff, Division III)

301. Greek Lyric Poetry (staff, Division III) *Not offered in 2002-03.*

Courses for which a knowledge of Greek is not required are listed under Classical Culture and Society.

Haverford College currently offers the following courses in Greek:

Classics
001. Elementary Greek
101a. Introduction to Greek Literature: Plato

Latin

The major in Latin is designed to acquaint the student with Roman literature and culture, which are examined both in their classical context and as influences on the medieval and modern world.

Major Requirements
Requirements for the major are 10 courses: Latin 101, 102, two literature courses at the 200 level, two literature courses at the 300 level, History 207 or 208, Senior Conference, and two courses to be selected from the following: Latin 205; Classical Archaeology or Greek at the 100 level or above; French, Italian or Spanish at the 200 level or above. Courses taken at the Intercollegiate Center for Classical Studies in Rome are accepted as part of the major. Latin 205 is required for those who plan to teach. By the end of the senior year, majors will be required to have completed a senior essay and a sight translation from Latin to English.

Minor Requirements
Requirements for the minor are normally six courses, including one at the 300 level. For non-majors, two literature courses at the 200 level must be taken as a prerequisite for admission to a 300-level course. Students who place into 200-level courses in their first year may be eligible to participate in the A.B./M.A. program. Those interested should consult the department as soon as possible.

001-002. Elementary Latin
Basic grammar, composition and Latin readings, including classical prose and poetry. This is a year-long course; both semesters are required for credit. (Conybeare, Scott)

003. Intermediate Latin
Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of two years of high school Latin or are not adequately prepared to take Latin 101. This course meets three times a week with a required fourth hour to be arranged. (Conybeare)

101. Latin Literature
Selections from Catullus and Cicero. Prerequisites: Latin 001-002 and 003, or placement by the department. (staff, Division III) *Offered at Haverford in 2002-03 as Classics 102a.*

102. Latin Literature: Livy and Horace
Prerequisite: Latin 101 or placement by the department. (Scott, Division III)

201. Advanced Latin Literature: Roman Comedy (Scott, Division III)

202. Advanced Latin Literature: The Silver Age
Readings from major authors of the first and second centuries A.D. (staff, Division III) *Offered at Haverford in 2002-03 as Classics 252b.*

203. Medieval Latin Literature
Selected works of Latin prose and poetry from the late Roman Empire through the Carolingian Renaissance. (Scott, Division III) *Not offered in 2002-03.*

205. Latin Style
A study of Latin prose style based on readings and exercises in composition. Offered to students wishing to fulfill the requirements for teacher certification in Latin or to fulfill one of the requirements in the major. (Scott, Division III)

301. Vergil's Aeneid (staff, Division III) *Not offered in 2002-03.*

302. Tacitus (Scott, Division III) *Not offered in 2002-03.*

303. Lucretius (staff, Division III) *Not offered in 2002-03.*

304. Cicero and Caesar (staff, Division III)

308. Ovid (staff, Division III)

310. Catullus and the Elegists (Gaisser, Division III) *Not offered in 2002-03.*

312. Roman Satire (Scott, Division III) *Not offered in 2002-03.*

398, 399. Senior Conference
Topics in Latin literature. (staff)

Courses for which a knowledge of Latin is not required are listed under Classical Culture and Society.

Haverford College currently offers the following courses in Latin:

Classics
002. Elementary Latin
102a. Introduction to Latin Literature: Catallus and Cicero
102b. Introduction to Latin Poetry: Virgil's *Aenid*
252a. Advanced Latin: Roman Letters
252b. Advanced Latin Literature: The Silver Age

Classical Languages

The major in classical languages is designed for the student who wishes to divide her time between the two languages and literatures.

Major Requirements

In addition to the Senior Conference in Classical Culture and Society, the requirements for the major are eight courses in Greek and Latin, including at least two at the 200 level in one language and two at the 300 level in the other, and two courses in ancient history and/or classical archaeology. There are two final examinations: sight translation from Greek to English, and sight translation from Latin to English.

Classical Culture and Society

The major provides a broad yet individually structured background for students whose interest in the ancient classical world is general and who wish to pursue more specialized work in one or more particular areas.

Major Requirements

The requirements for the major, in addition to the Senior Conference, are 10 courses distributed as follows:

- two courses in either Latin or Greek beyond the elementary level
- two courses in Greek and/or Roman history
- three courses, at least two of which are at the 200 level or higher, in one of the following concentrations — archaeology and art history, philosophy and religion, literature and the classical tradition, or history and society
- three electives, at least one of which is at the 200 level or higher, drawn from any course listed in or cross-listed with Classical Culture and Society
- Senior Conference (Classical Culture and Society 398-399).

Minor Requirements

For the minor, six courses are required, of which two must be in Greek or Latin at the 100 level and one must be in Classical Culture and Society at the 200 level.

Course listings are incomplete at this time; consult the department for additional information for fall and spring 2002-03.

110. The World Through Classical Eyes

A survey of the ways in which the ancient Greeks and Romans perceived and constructed their physical and social world. The evidence of ancient texts and monuments will form the basis for exploring such subjects as cosmology, geography, travel and commerce, ancient ethnography and anthropology, the idea of natural and artificial wonders, and the self-definition of the classical cultures in the context of the oikoumene, the "inhabited world." (Donohue, Division III)

153. Roman Women

An examination of the life, activities and status of Roman women-elites and non-elites from the Republic into late antiquity, largely through primary materials (in translation): technical treatises (especially gynecological), legal texts, inscriptions, coins and any number of literary sources, both poetry and prose (with an emphasis on women's writing). (staff, Division III) *Not offered in 2002-03.*

156. Roman Law in Action (staff, Division III) *Not offered in 2002-03.*

191. The World of the Greek Heroes: Icon and Narrative
An introduction to Greek mythology comparing the literary and visual representations of the major gods and heroes in terms of content, context, function and syntax. (Hamilton, Division III)
Not offered in 2002-03.

193. The Routes of Comedy
A broad survey, ranging from the pre-history of comedy in such phenomena as monkey laughs and ritual abuse to the ancient comedies of Greece and Rome and their modern descendents, from the Marx Brothers and Monty Python to the Honeymooners and Seinfeld. (Hamilton, Division III)

195. Introduction to Greek Religion
A survey of the complexities of religious practice in ancient Athens, both public (including festivals, cults and sanctuaries) and private (including oracles, mysteries and magic), followed by a consideration of the religious thought reflected in Athenian dramas and philosophical dialogues. (Hamilton, Division III)
Not offered in 2002-03.

201. Cleopatra: Images of Female Power
Cleopatra strikingly exemplifies female power. This course examines the historical Cleopatra and the reception of her image from antiquity to the present in literature, art and film. Issues considered include female power in a man's world, beauty and the femme fatale, east versus west, and politics and propaganda. (Gaisser, staff, Division III; cross-listed as Comparative Literature 201)
Not offered in 2002-03.

205. Ancient Greece
A study of Greece down to the end of the Peloponnesian War (404 B.C.), with a focus on constitutional changes from monarchy through aristocracy and tyranny to democracy in various parts of the Greek world. Emphasis on learning to interpret ancient sources, including historians (especially Herodotus and Thucydides), inscriptions, and archaeological and numismatic materials. Particular attention is paid to Greek contacts with the Near East; constitutional developments in various Greek-speaking states; Athenian and Spartan foreign policies; and the "unwritten history" of non-elites. (Edmonds, Division III; cross-listed as History 205)
Not offered in 2002-03.

206. Society, Medicine and Law in Ancient Greece
An introduction to the social context of Greek history in the Classical and Hellenistic periods. Topics include the Greek household, occupations, slavery, literacy and education, sexuality, ancient medical practices and the working of law in the polis. Ancient sources are emphasized, including orators, technical writers, inscriptions and papyri. (staff, Division III) *Not offered in 2002-03.*

207. Early Rome and the Roman Republic
The history of Rome from its origins to the end of the Republic with special emphasis on the rise of Rome in Italy, the Hellenistic world and the evolution of the Roman state. Ancient sources, literary and archaeological, are emphasized. (Scott, Division III)
Not offered in 2002-03.

208. The Roman Empire
Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture as presented in the surviving ancient evidence, both literary and archaeological. (Scott, Division I or III; cross-listed as History 208)

212. Ancient Magic
Bindings and curses, love charms and healing potions, amulets and talismans — from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman world made use of magic to try to influence the world around them. In this course we shall examine the magicians of the ancient world and the techniques and devices they used to serve their clientele. We shall consider ancient tablets and spell books as well as literary descriptions of magic in the light of theories relating to the religious, political and social contexts in which magic was used. (Edmonds, Division III)
Not offered in 2002-03.

270. Classical Heroes and Heroines
(Gaisser, Division III; cross-listed as Comparative Literature 270)
Not offered in 2002-03.

275. Interpreting Mythology
(Edmonds, Division III; cross-listed as Comparative Literature 216)

324. Roman Architecture
(Scott, Division III; cross-listed as Classical and Near Eastern Archaeology 324) *Not offered in 2002-03.*

398, 399. Senior Conference (staff)

Growth and Structure of Cities

Professor:
Gary W. McDonogh, *Director*

Assistant Professors:
Juan Arbona
Carola Hein (on leave, 2002-03)

Senior Lecturers:
Jeffrey A. Cohen
Daniela Holt Voith

Visiting Studio Critic:
Sam Olshin

Affiliated Faculty:
David J. Cast
Linda Gerstein, *at Haverford College*
Laurie Hart, *at Haverford College*
Madhavi Kale
Philip L. Kilbride
Steve McGovern, *at Haverford College*
Harriet B. Newburger
Kalala Ngalamulume
(on leave, 2002-03)
Marc Howard Ross (on leave, 2002-03)
Robert E. Washington
James C. Wright

The interdisciplinary Cities major challenges the student to understand the relationship of urban spatial organization and the built environment to politics, economics, cultures and societies. Core introductory classes present analytic approaches that explore the changing forms of the city over time and analyze the variety of ways through which men and women have recreated urban life across cultures. With these foundations, students pursue their interests through classes in planning, architecture, urban social relations, urban history and the environmental conditions of urban life. Advanced seminars bring together these

discussions by focusing on specific cities and topics.

Major Requirements

A minimum of 15 courses (11 courses in Cities and four allied courses) are required to complete the major. Four introductory courses (185, 190, 229, and 253 or 254) balance formal and sociocultural approaches to urban form and the built environment, and introduce cross-cultural and historical comparison of urban development. These courses should be completed as early as possible in the first and second years; at least two of them must be taken by the end of the first semester of the sophomore year.

In addition to these introductory courses, each student selects six elective courses within the Cities program, including cross-listed courses. At least two must be at the 300 level. In the senior year, a third advanced course is required. Most students join together in a research seminar, 398 or 399. Occasionally, however, after consultation with the major advisers, the student may elect another 300-level course or a program for independent research.

Both the Cities program electives and the four or more related courses outside the program must be chosen in close consultation with the major advisers in order to create a strongly coherent sequence and focus. Note that those Cities courses that are cross-listed with other departments or originate in them can be counted only once in the course selection, although they may be either allied or elective courses.

Students should also note that many courses in the program are given on an alternate-year basis. Many carry prerequisites in art history, economics, history, sociology and the natural sciences. Hence, careful planning and frequent consultations with the major advisers are particularly important. Special arrangements are made for double majors.

Given the interdisciplinary emphasis and flexibility of the program, it is rare that the programs of any two Cities majors will be the same. Recurrent emphases, however, reflect the strengths of the major and incorporate the creative trajectories of student interests. These include:

Architecture and architectural history. Students interested in architectural and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and planning to provide a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; theses may also be planned to incorporate design projects. Those students focusing more on the history of architecture should consider related offerings in the Departments of History of Art and Classical and Near Eastern Archaeology, and should carefully discuss selections with regard to study abroad in the junior year. Those preparing for graduate work should also make sure that they develop the requisite language skills. These students should consult as early as possible with Carola Hein, Daniela Voith or Jeffrey Cohen, especially if they wish to pursue graduate study outside of the United States.

Communication. Students themselves have developed issues centered on the flow of knowledge and information in contemporary societies that are critical to the future of urban citizenry. Students interested in communication should

develop a strong quantitative and qualitative background, complemented by courses in film and mass media as well as an appropriate senior thesis. Again, choices of study abroad in the junior year may be especially important in dealing with communication systems and issues outside of Europe and the United States. These students should consult with Gary McDonogh.

Planning and policy. Students interested in planning and policy may wish to consider the 3-2 Program in City and Regional Planning offered with the University of Pennsylvania (see page 19). In any case, their study plan should reflect a strong background in economics as well as relevant courses on social divisions, politics and policymaking, and ethics. As in other areas of interest, it is important that students also learn to balance their own experiences and commitments with a wider comparative framework of policy and planning options and implementation. This may include study abroad in the junior year as well as internships. Students working in policy and planning areas may consult with Juan Arbona or Gary McDonogh.

Other programs: Additional trajectories have been created by students who coordinate their interests in Cities with law, medicine, public health or the fine arts, including photography, drawing and other fields. The Cities program recognizes that new issues and concerns are emerging in many areas. These must be met with solid foundations in the data of urban space and experience, cogent choices of methodology, and clear analytical writing and visual analysis. In all these cases, early and frequent consultation with major advisers and discussion with other students in the major are an important part of the Cities program.

Minor Requirements

Requirements for the minor in the Cities program are at least two out of the four required courses and four Cities electives, of which two must be at the 300 level. Senior Seminar is not mandatory in fulfilling the Cities minor.

Concentration in Environmental Studies

Students and faculty have forged strong ties with the Environmental Studies Concentration, and Cities is now moving to coordinate fully with that program. Students interested in environmental policy, action or design should take Geology 103 as a laboratory science and choose relevant electives such as Economics 234 or Political Science 222. They should also pursue appropriate science courses as affiliated choices and consider their options with regard to study abroad in the junior year. Consultation with Gary McDonogh and the director of the Environmental Studies Concentration is advised early in the planning of courses.

3-2 Program in City and Regional Planning

Occasionally students have entered the 3-2 Program in City and Regional Planning, offered in conjunction with the University of Pennsylvania. Students interested in this program should meet with the major advisers early in their sophomore year (see page 19).

Volunteerism and Internships

In addition to regular coursework, the Cities program promotes student volunteer activities and student internships in architectural firms, offices of urban affairs and regional planning commissions. Students wishing to take advantage of these opportunities should consult with the advisers before the beginning of the semester.

Study Abroad and Off Campus
Programs for study abroad or off campus are also encouraged, within the limits of the Bryn Mawr and Haverford rules and practices. In general, a one-semester program is preferred, but exceptions are made. The Cities program regularly works with off-campus and study-abroad programs that are strong in architectural history, planning and design as well as those that allow students to pursue social and cultural interests. Students interested in spending all or part of their junior year away must consult with the major advisers and appropriate deans early in their sophomore year.

103. Introduction to Earth Systems and the Environment (Barber, Division IIL; cross-listed as Geology 103)

136. Working with Economic Data (Ross, Division I or Quantitative Skills; cross-listed as Economics 136)

180. Introduction to Urban Planning
Lecture and technical class that considers broad issues of global planning as well as the skills and strategies necessary to the field. This may also be linked to the study of specific issues of planning such as waterfront development or sustainability. (staff, Division I)
Not offered in 2002-03.

185. Urban Culture and Society
The techniques of the social sciences as tools for studying historical and contemporary cities. Topics include political-economic organization, conflict and social differentiation (class, ethnicity and gender), and cultural production and representation. Both qualitative and quantitative methods are explored. Philadelphia features prominently in discussion, reading and exploration.
(Arbona, McDonogh, Division I; cross-listed as Anthropology 185)

190. The Form of the City: Urban Form from Antiquity to the Present
The city as a three-dimensional artifact. A variety of factors — geography, economic and population structure, politics, planning and aesthetics — are considered as determinants of urban form. (staff, Division I or III; cross-listed as History 190)

203. Ancient Greek Cities and Sanctuaries (Wright, Division III; cross-listed as Classical and Near Eastern Archaeology 203.)

207. Topics in Urban Studies
This course involves systematic intermediate-level study of urban issues and topics aimed at polishing skills in data collection, analysis and writing. Such study may focus on particular cities, sets of institutions across cities or global issues such as development, immigration or mass media. (staff, Division I or III)

212. Medieval Architecture (Kinney, Division III; cross-listed as History of Art 212)
Not offered in 2002-03.

213. Taming the Modern Corporation (Ross, Division I; cross-listed as Economics 213)

214. Public Finance (Newburger, Division I; cross-listed as Economics 214)

217. Research Methods and Theories
This class engages quantitative, qualitative and spatial techniques in the investi-

gation and analysis of urban issues. Form and topic will vary. Enrollment may be limited. (Arbona, Division I or III)

221. U.S. Economic History
(Redenius, Division I; cross-listed as Economics 221) *Not offered in 2002-03.*

222. Introduction to Environmental Issues: Movements, Controversies and Policymaking in Comparative Perspective (Hager, Division I; cross-listed as Political Science 222)
Not offered in 2002-03.

223. Ancient Near Eastern Architecture and Cities (Ellis, Division III; cross-listed as Classical and Near Eastern Archaeology 223)
Not offered in 2002-03.

226. Introduction to Architectural and Urban Design
An introduction to the principles of architectural and urban design. Prerequisites: some history of art or history of architecture and permission of instructor. (Olshin, Voith, Division III)

227. Topics in the History of Planning
An introduction to planning that focuses, depending on year and professor, on a general overview of the field or on specific cities or contexts. (staff, Division III)

228. Problems in Architectural and Urban Design
A continuation of Cities 226 at a more advanced level. Prerequisites: Cities 226 or other comparable design work and permission of instructor. (Olshin, Voith, Division III)

229. Comparative Urbanism
An examination of approaches to urban development that focuses on intensive study and systematic comparison of individual cities through an original research paper. Themes and cities vary from year to year, although a variety of cultural areas are examined in each offering. In spring 2003, the class will look at the impact of colonialism on global cities. Case studies will be drawn from Hong Kong/Macao, Belfast, French North Africa and the Mexican-American border. (McDonogh, Division I; cross-listed as Anthropology 229 and East Asian Studies 229)

232. Latin American Urban Development
A theoretical and empirical analysis in a historical setting of the factors that have shaped the urban development of Latin America, with emphasis on the relationship between political and social change and economic growth. (Arbona, Division I)

234. Environmental Economics
(Ross, Division I; cross-listed as Economics 234)

246. Women's Narratives on Modern Migrancy, Exile and Diaspora
(Seyhan, Division III; cross-listed as Anthropology 246, Comparative Literature 245 and German and German Studies 245)

250. Growth and Spatial Organization of American Cities
Overview of the changes, problems and possibilities of American cities. Various analytical models and theoretical approaches are covered. Topics may include American urban history, compar-

isons among cities, population and housing, neighborhoods and divisions, and urban design and the built environment. (Cohen, Division I)
Not offered in 2002-03.

253. Survey of Western Architecture
The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic and social context in which this evolution occurred, are considered. (Cast, Hein, Division III; cross-listed as History of Art 253)
Not offered in 2002-03.

254. History of Modern Architecture
A survey of the development of modern architecture since the 18th century, with principal emphasis on the period since 1890. (staff, Division III; cross-listed as History of Art 254)

255. Survey of American Architecture
An examination of forms, figures, contexts and imaginations in the construction of the American built environment from colonial times to the present. Materials in and from Philadelphia figure as major resources. (Cohen, Division III; cross-listed as History of Art 255)
Not offered in 2002-03.

257. Unreal Cities: Bombay, London and New York (Kale, Division I or III; cross-listed as History 257)

261. Postmodernism and Visual Culture (Saltzman, Division III; cross-listed as History of Art 261)
Not offered in 2002-03.

267. Philadelphia, 1763 to Present (Shore, Division I or III; cross-listed as History 267)

283. The Urban Novel (Bernstein, Division III; cross-listed as Comparative Literature 283 and English 283)

295. La Ville de Paris au XVIIe et XVIIIe siècles (Lafarge, Division III; cross-listed as French and French Studies 295) *Not offered in 2002-03.*

301. Confronting Globalization: Latin American Urban Social Movements
Social movements have been described as the new force challenging the process of globalization and demanding social justice. This course sets out to explore the conceptual underpinnings of social movements and examine specific cases in urban Latin America — the roofless movement in São Paolo, women's movement in Lima, youth movement in San Salvador and queer movement in Santiago. While these movements are not exclusive to these cities or to specific countries, they provide insights on the specific situations that articulated their formation as well as the strategies and outlooks that shape them.
(staff, Division I)

302. Greek Architecture (Wright, Division III; cross-listed as Classical and Near Eastern Archaeology 302)

306. Advanced Fieldwork Techniques: Places in Time
A seminar and workshop for research into the history of place, with student projects presented in digital form on the Web. Architectural and urban history, research methods and resources for prob-

ing the history of place, the use of tools for creating Web pages and digitizing images, and the design for informational experiences are examined. (Cohen, Division I or III)

313. Advanced Architecture and Urban Design
This course offers advanced studio tutelage in architecture and urban design. Students may pursue independent projects that will last the entire term while also participating in discussions with other designers and classes. The class will be offered on a special-need basis and requires prior completion of a year of design studio. (Olshin, Voith)
Not offered in 2002-03.

314. Topics in Social Policy
(Newburger, Division I; cross-listed as Economics 314

315. Cities and Sanctuaries of the Ancient Mediterranean (Wright, Division III; cross-listed as Classical and Near Eastern Archaeology 315)
Not offered in 2002-03.

316. Trade and Transport in the Ancient World (Turfa, Division III; cross-listed as Classical and Near Eastern Archaeology 316)

324. Seminar on the Economics of Poverty and Discrimination
(Newburger, Division I; cross-listed as Economics 324)

331. Palladio and Palladianism
(Cast; cross-listed as History of Art 331)

335. Elite and Popular Culture
An examination of urban culture as a ground for conflict, domination and resistance through both theoretical and applied analysis of production, texts, readings and social action within a political/economic framework. (McDonogh, Division I; cross-listed as Anthropology 335) *Not offered in 2002-03.*

339. The Policy-Making Process
(Golden; cross-listed as Political Science 339) *Not offered in 2002-03.*

342. Sex, Gender and Sexuality in the City
An examination of the city as a social, cultural and physical space in which sex, gender and difference have taken on varied and even conflictive meanings. Specific topics vary from year to year. (staff) *Not offered in 2002-03.*

355. Topics in the History of London
(Cast, Division I or III; cross-listed as History 355 and History of Art 355)
Not offered in 2002-03.

357. The Phoenicians (Turfa, Division III; cross-listed as Classical and Near Eastern Archaeology 351)
Not offered in 2002-03.

360. Topics in Urban Culture and Society
Advanced theoretical perspectives blend with contemporary and historical cases to explore specific problems in social scientific analysis of the city, such as space and time, race and class, elite and popular culture, or the construction of social and cultural distance in suburbs and downtowns. (staff, Division I or III)

365. Techniques of the City: Vice, Virtue and Citizenship
Over time, cities have been seen both as the epitomes of human civilization and,

whether in whole or in part, as dystopic sites of decay and despair. In the end, the construction/identification of good and evil in the city, whether defined by space, institution or people, is a fundamental component of metropolitan knowledge and urban reform. Drawing on case studies and theoretical materials, this seminar asks how the good and bad citizen come to be defined, who defines such roles, and the impact of questions of gender, sexuality, race, immigration and community on such mappings. It also explores how images, ideologies and fears imbue mass media as much as social-science and reform projects, and how we can move critically beyond our own models to rethink global urbanism. Enrollment limited to 15 by permission of the instructor. Preference given to majors. (McDonogh, Division I)

370. Japanese Architecture and Planning
The built environment in Japan does not resemble its American or European counterparts, leading visitors to characterize it as visually chaotic even as recent observers praise its lively traditional neighborhoods. This course will explore characteristics of Japanese cities, their history and presence, and examine the particular cultural, political, economic and social contexts of urban form in Japan. (Hein) *Not offered in 2002-03.*

377. Topics in the History of Modern Architecture
In spring 2003, the class will deal with the issues of housing and dwelling, focusing on Europe and America in the 19th and 20th centuries, relating ideology, social history and vernacular traditions. Enrollment is limited. (Lane, Division III; cross-listed as History of Art 377)

398, 399. Senior Seminar
An intensive research seminar. (Cohen, McDonogh)

450. Urban Internships (Praxis III)
Individual opportunities to engage in praxis in the greater Philadelphia area; internships must be arranged prior to registration for the semester in which the internship is taken. Enrollment is limited to five students a semester. Prerequisite: permission of instructor. (staff)

Haverford and Swarthmore courses may fulfill electives in the Cities program. They may be identified in course listings and discussed with the major advisers. Courses at the University of Pennsylvania may sometimes be substituted for certain electives in the Cities program; these should be examined in conjunction with the major advisers.

Hebrew and Judaic Studies

Lecturer in Judaic Studies:
David Rabeeya

Hebrew language instruction is available at Bryn Mawr on the elementary, intermediate and advanced levels. At Haverford, Judaic studies courses are offered by the Department of Religion. Bryn Mawr also offers courses that complement Haverford's offerings in Judaic studies. All these courses are listed in the *Course Guide* under the heading Hebrew and Judaic Studies.

001-002. Elementary Hebrew
This course prepares students for reading classical religious texts as well as modern literary work. It covers grammar, composition and conversation with primary emphasis on fluency in reading as well as the development of basic conversational skills. This is a year-long course. (Rabeeya)

101-102. Readings in the Bible (Prose and Poetry)
Critical reading in the book of Genesis with an emphasis on discussions related to modern commentaries. Writings of compositions on modern topics are emphasized, as well as fluent conversation in the Hebrew language. This is a year-long course. (Rabeeya, Division III)

203. Advanced Hebrew: The Five Scrolls
The course deals with the linguistic, religious and historical development of the Five Scrolls. Special emphasis will be placed upon the Hebrew dialects of the book in comparison with modern Israeli interpretations. Conversational Hebrew will also be conducted. (Rabeeya, Division III)

211. Primo Levi, the Holocaust and Its Aftermath (Patruno, Division III; cross-listed as Italian 211 and Comparative Literature 211)

233. History, Politics and the Search for Security: Israel and the Palestinians (Harrold, Division I; cross-listed as History 290 and Political Science 233)

283. Introduction to the Politics of the Modern Middle East and North America (Harrold, Division I; cross-listed as History 283 and Political Science 283)

298. The Cultural Politics of Memory (Bernstein, Division III; cross-listed as Comparative Literature 298 and English 298)

304. Advanced Hebrew: Tractate Megillah
This course deals with the historical and religious aspects of Tractate Megillah. Special emphasis will be placed upon the linguistic development of rabbinic Hebrew and its connection to modern Israeli Hebrew. (Rabeeya, Division III)

380. Topics in Contemporary Art: Visual Culture and the Holocaust
Poems and novels, films and photographs, paintings and performances, monuments and memorials, even comics — in the aftermath of Art Spiegelman's *Maus* — have been the cultural forms that engage us with the catastrophic and traumatic history of the Holocaust. Through these cultural forms we have come to know events considered by some to defy the very possibility of historical,

let alone aesthetic, representation. Our task will be to examine such cultural objects, aided by the extensive body of critical, historical, theoretical and ethical writings through which such work has been variously critiqued and commended. (Saltzman, Division III; cross-listed as History of Art 380)
Not offered in 2002-03.

403. Tutorial in Semitic Languages
(Rabeeya)

Hispanic and Hispanic-American Studies

Coordinators:
Lázaro Lima, *semester I 2002*
Enrique Sacerio-Garí, *semester II 2003*
(on leave, semester I 2002)

The program is designed for students interested in a comprehensive study of the society and culture of Spanish America or Spain or both. Students supplement a major in one of the cooperating departments (Anthropology, Economics, Growth and Structure of Cities, History, History of Art, Political Science, Sociology, and Spanish) with (1) Spanish 240: Hispanic Culture and Civilization, the core course for the concentration, (2) allied courses outside their major department dealing with Hispanic themes and (3) a Senior Essay focusing on a topic that cuts across all the major areas involved.

Concentration Requirements

1. Competence in Spanish, to be achieved no later than the junior year. This competence may be attested either by a score of at least 690 on the Spanish Achievement test of the College Entrance Examination Board or by the completion of a course above the intermediate level with a grade of at least 2.0.
2. Spanish 240 and at least five other courses outside the major department and approved by the program coordinator. Students should consult with their advisers as to which courses are most appropriate for their major and special interests; some apply more to the culture of Spain, others to Spanish America.

3. A long paper or an independent project on Spain or Spanish America, to be completed in either semester of the junior year or the first semester of the senior year as part of the work for one of the courses in the major. Topics must be approved and the paper read by both the major department and the Hispanic studies coordinator.
4. A senior essay supervised by a faculty member in one of the departments participating in the concentration.

The Hispanic and Hispanic-American Studies concentration is under the general supervision of one member of the Department of Spanish. Students are admitted into the concentration at the end of their sophomore year after the submission of a plan of study, worked out by the student and her major department, that meets the requirements of the concentration.

History

Professors:
Jane Caplan
Elliott Shore

Associate Professors:
Madhavi Kale, *Chair*
Sharon R. Ullman

Assistant Professors:
Ignacio Gallup-Diaz
(on leave, 2002-03)
Kalala Ngalamulume
(on leave, 2002-03)
Michael Powell

Lecturer:
Bruce Lenthall

Instructor:
Lorelle Semley

Mellon Fellow in the History of Science:
Tomomi Kinukawa

Affiliated Faculty:
Richard S. Ellis
Scott A. Redenius
Russell T. Scott

A primary aim of the History Department is to deepen students' sense of time as a factor in cultural diversity and change. Although the department cannot cover the world if it is understood as a collection of regions or cultures, we have nonetheless designed a program of study and a major that exposes students to long-range and comparative history.

The department curriculum is best represented in its bookend courses: The Historical Imagination (History 101), taken preferably before the junior year, and the senior capstone sequence of Exploring History (History 395) and the Senior Thesis (History 398).

History 101 aims to address specific disciplinary concerns and objectives as well as general College-wide curricular needs by introducing and situating contemporary historical practices within a range of approaches to recording, narrating, preserving and recuperating pasts, across both time and space. Within this framework, each instructor highlights specific themes, periods, epistemological traditions, texts and contexts to introduce students to the contingencies and historicity of what they encountered, through 12 years of primary and secondary schooling, in the name of "history."

In the 200-level courses, the department offers students thematically more contained encounters with historical practice and with recuperations of specific pasts. These courses allow students to pursue interests in specific cultures, regions, policies or societies, and enable them to experience a broad array of pedagogical and methodological approaches to history.

The department's 300-level courses develop the specific disciplinary analytical skills and experience in research methods and historiography necessary for students to undertake their own research project in their senior year.

In the capstone sequence of History 395 and 398, senior majors reconsider as a group the methodological and epistemological questions they have encountered in their coursework within the department. These courses take seriously the diversity of questions, approaches and tools that characterize contemporary historical practice in general.

Major Requirements

Eleven courses are required for the history major, three of which must be taken at Bryn Mawr. These are The Historical Imagination (History 101), which majors are encouraged to take before their junior year; and the capstone sequence – Exploring History (History 395) and the Senior Thesis (History 398), which are taken in the senior year. History 101 and 395 present, examine and interrogate disciplinary practice at different levels of intensity, while History 398 gives majors the opportunity to develop and pursue, in close consultation with department faculty, their own article-length historical research and writing projects (7,000 to 8,000 words in length).

The remaining eight History courses may range across fields or concentrate within them, depending on how a major's interests develop. Of these, at least two must be seminars at the 300 level offered by the History Departments at Bryn Mawr, Haverford or Swarthmore Colleges or the University of Pennsylvania. (It is strongly recommended that at least one of these advanced courses be taken with Bryn Mawr history faculty, as it is with one of them that majors will be working on their senior thesis.) Courses taken elsewhere will not fulfill this requirement.

Only two 100-level courses may be counted toward the major. Credit toward the major is not given for either the Advanced Placement examination or the International Baccalaureate.

Honors

Majors with cumulative GPAs of at least 2.7 (general) and 3.5 (history) at the end of their senior year, and who achieve a grade of at least 3.7 on their senior thesis, qualify for departmental honors.

Minor Requirements

The requirement for the minor is six courses, at least four of which must be

aken in the Bryn Mawr History Department, and include the following – History 101, at least one 300-level course within the department, and two additional history courses within the department.

101. The Historical Imagination
Explores some of the ways people have thought about, represented and used the past across time and space. Introduces students to modern historical practices and debates through examination and discussion of texts and archives that range from scholarly monographs and documents to monuments, oral traditions and other media. Majors are required to take this course, preferably before the junior year. (Powell, Ullman, Division I or III)

190. The Form of the City: Urban Form from Antiquity to the Present (staff, Division I or III; cross-listed as Growth and Structure of Cities 190)

200. History of Three Worlds: Intruders, Indians and Africans — The Atlantic World, 1500 to 1800
An examination of the way peoples, goods and ideas from Africa, Europe and the Americas came together to form an interconnected Atlantic World. (Gallup-Diaz, Division I or III)
Not offered in 2002-03.

201, 202. American History, 1600 to the Present
Covering U.S. history from Columbus to the present, this course is designed to coax a satisfying sense of our national life out of the multiple experiences of the people — all the people — who built this land. (Ullman, Division I or III)

203. High Middle Ages
An introduction to the major cultural changes in the societies of Europe and the Mediterranean basin from ca. 1000 C.E. to 1348. (Powell, Division I or III)
Not offered in 2002-03.

204. From Medieval to Modern: Europe and the Mediterranean, 1348-1559 (Powell, Division I or III)
Not offered in 2002-03.

205. Ancient Greece (Edmonds, Division III; cross-listed as Greek, Latin and Classical Studies 205)
Not offered in 2002-03.

208. The Roman Empire (Scott, Division I or III; cross-listed as Greek, Latin and Classical Studies 208)

226. Europe Since 1914
An introduction to some central issues and problems in European society and politics since 1914. It is not a chronological survey, but focuses on selected topics illuminating the challenges that have faced Europeans individually and collectively in a century marked by rapid social and political change, world wars and regional conflicts, and the relocation of Europe in a global and post-imperial context. (Caplan, Division I or III)
Not offered in 2002-03.

227. American Attractions: Leisure, Technology and National Identity
A construction of a cultural history of the forms and social roles of visual spectacles in America from the end of the Civil War to the present and an introduction to a range of theoretical approaches to cultural analysis. (Ullman, White, Division III) *Not offered in 2002-03.*

237. Medicine in Africa
The course will analyze the interaction between indigeous therapeutic systems, Islamic medicine and colonial medicine. (Ngalamulume, Division I or III)
Not offered in 2002-03.

239. Dawn of the Middle Ages
An introduction to the major cultural changes in the societies of Europe and the Mediterranean basin from ca. 300 C.E. to ca. 1000. (Powell, Division I or III) *Not offered in 2002-03.*

243. Atlantic Cultures: Free African Communities in the New World
An exploration of the process of self-emancipation by slaves, and an investigation of the establishment of autonomous African communities throughout the Americas. Taking a comparative framework, the course examines developments in North America, South America, the Caribbean and Brazil. (Gallup-Diaz, Division I or III)
Not offered in 2002-03.

245. Recent U.S. History: Disease and Modern Life (Ullman, Division I or III)

248. Germany Since 1918: From Revolution to Reunification
Introduction to the history of modern Germany with emphasis on social and political themes, including nationalism, liberalism, industrialization, women and feminism, labor movements, National Socialism, partition and postwar Germany, East and West. (Caplan, Division III)

257. Unreal Cities: Bombay, London and New York (Kale, Division I or III; cross-listed as Growth and Structure of Cities 257)

258. The British Empire II: Imagining Indias (Kale, Division III)
Not offered in 2002-03.

263. Impact of Empire: Britain 1858-1960 (Kale, Division III)

264. Passages from India: 1800-Present
An exploration of the contested terrains of identity, authenticity and cultural hybridity, focusing on migration from India to various parts of the world during the 19th and 20th centuries. The significance of migration overseas for anti-colonial struggles in India and elsewhere in the British Empire, and for contested, often conflicting, notions of India and nationhood during and after colonial rule are also considered. (Kale, Division I or III)
Not offered in 2002-03.

265. Colonial Encounters in the Americas, 1492-1800
The course explores the confrontations, conquests and accommodations that formed the "ground-level" experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century. (Gallup-Diaz, Division I or III) *Not offered in 2002-03.*

267. Philadelphia, 1763-Present
(Shore, Division I or III; cross-listed as Growth and Structure of Cities 267)

277. Medieval Iberia
This course covers the history of the Iberian Peninsula from the collapse of Roman imperial rule in the 5th century

hrough the Cordoban caliphate to the nification of much of the peninsula at he close of the 15th century. (Powell, Division I or III)

282. Life in a Medieval City: Florence
The social and cultural history of Florence from ca. 1250 to ca. 1500. Topics covered include gender, religion and ritual, and trade. (Powell, Division I or III)

283. Introduction to the Politics of the Modern Middle East and North America (Harrold, Division I; cross-listed as Hebrew and Judaic Studies 283 and Political Science 283)

290. History, Politics and the Search for Security: Israel and the Palestinians (Harrold, Division I; cross-listed as Hebrew and Judaic Studies 233 and Political Science 233)

303. Topics in American History: Queering History
(Ullman, Division I or III)

304. Media in American History
(Lenthall, Division III)
Not offered in 2002-03.

318, 319. Topics in Modern European History
Topics include: Facism; National Socialism and German Society; Marxism and History; Socialist Movements and Socialist Ideas. (Caplan, Division I or III)
Not offered in 2002-03.

325. Topics in Social History
Topics include: Disease and American Society; Immigration and History. (Shore, Ullman, Division I or III)
Not offered in 2002-03.

337. West African Social History: Witchcraft Ideology, Fears and Accusations/Trials
The course will deal with witchcraft, not as an isolated phenomenon but in the framework of the transformation of West African societies under the pressure of capitalism (both merchant and industrial), colonial rule, westernization and urbanization. (Ngalamulume, Division I or III) *Not offered in 2002-03.*

339. Atlantic Crossings: The Making of the African Diaspora, 1450-1800
The course provides an examination of the complex interplay of cultural, political and economic forces that combined in shaping the African Diaspora in the Americas. (Gallup-Diaz, Division I or III)
Not offered in 2002-03.

349. Topics in Comparative History: Revolutions (Caplan, Division I or III)

355. Topics in the History of London
(Cast, Division I or III; cross-listed as Growth and Structure of Cities 355 and History of Art 355)
Not offered in 2002-03.

357. Topics in Imperial History
Topics include: Contest for Empire; Indians of the Americas; Reform and Revolutions; and This Sporting Life. (Gallup-Diaz, Kale, Division I or III)

368, 369. Topics in Medieval History
Topic for semester I: Food. (Powell, Division III)

391, 392. Topics in European Women's and Gender History
(Caplan, Division III)
Not offered in 2002-03.

395. Exploring History
An intensive introduction to theory and interpretation in history through the discussion of exemplary historiographical debates and analyses selected by the instructor. The coursework also includes research for and completion of a prospectus for an original research project. These two goals prepare senior majors for their own historical production in the spring semester, when the senior thesis is completed and presented. Enrollment is limited to senior history majors. (staff, Division I or III)

398. Senior Thesis (staff, Division I or III)

403. Supervised Work
Optional independent study, which requires permission of the instructor and the major adviser.

History of Art

Professors:
Steven Z. Levine, *Chair*
David J. Cast
Christiane Hertel (on leave, 2002-03)
Dale Kinney (on leave, semester I 2002)
Barbara Miller Lane
Gridley McKim-Smith
(on leave, semester I 2002)

Associate Professor:
Lisa Saltzman (on leave, 2002-03)

Assistant Professor:
Homay King

Lecturers:
Martha Easton
Suzanne Spain

The curriculum in history of art i focused on methods of interpretation an the construction of an historical contex for works of art. Special subject concen trations include the history of architec ture, European painting and sculpture and western art historiography. Major are encouraged to study abroad for a semester, and to supplement course taken in this department with courses i art history offered at Swarthmor College and the University o Pennsylvania.

Major Requirements
The major requires 10 units, approved by the major adviser, in the following distribution: one or two 100-level courses four or five 200-level courses, two 300-level courses, and senior conference (398-399). Courses are distributed over the following chronological divisions Antiquity, Middle Ages, Renaissance Baroque, Modern (including American and Contemporary. With approval of the major adviser, units in fine arts, film

tudies or another subject to which visu-l representation is central may be substi-uted for one or more of the 200-level ourses listed below; similarly, units of rt history taken abroad or at another nstitution in the United States may be ubstituted upon approval.

A senior paper, based on independent esearch and using scholarly methods of iistorical and/or critical interpretation, nust be submitted at the end of the spring semester.

Honors

Seniors whose major average at the beginning of the spring semester is 3.7 or higher will be invited to write an honors thesis instead of the senior paper.

Minor Requirements

A minor in history of art requires six units: one or two 100-level courses and four or five others selected in consultation with the major adviser.

103-108. Critical Approaches to Visual Representation

These small seminars (limited enrollment of 20 students per class) introduce the fundamental skills and critical vocabulary of art history in the context of thematic categories of artistic expression. All seminars follow the same schedule of writing assignments and examinations, and are geared to students with no or minimal background in history of art.

103. Icons and Idols

A study of potent imagery in Judaeo-Christian culture from late antiquity to modern times, with consideration of the Greco-Roman background and non-Western alternatives. (Kinney, Division III) *Not offered in 2002-03.*

104. The Classical Tradition

An investigation of the historical and philosophical ideas of the classical, with particular attention to the Italian Renaissance and the continuance of its formulations throughout the Westernized world. (Cast, Division III)

105. Poetry and Politics in Landscape Art

An introduction to the representation and perception of nature in different visual media, with attention to such issues as nature and utopia; nature and violence; natural freedom; and the femininity of nature. (Hertel, Division III)
Not offered in 2002-03.

106. Realisms from Caravaggio to Virtual Reality

A study of perceptions and definitions of reality and of the relation of the verisimilar to power, discourse and gender, with emphasis on controversies of the 16th and 17th centuries. (McKim-Smith, Division III). *Not offered in 2002-03.*

107. Self and Other in the Arts of France, 1500-2000

A study of artists' self-representations in the context of the philosophy and psychology of their time, with particular attention to issues of political patronage, gender and class, power and desire. (Levine, Division III)

108. Women, Feminism and History of Art

An investigation of the history of art since the Renaissance organized around the practice of women artists, the representation of women in art and the visual economy of the gaze. (Saltzman, Division III) *Not offered in 2002-03.*

190. The Form of the City. (staff, Division III; cross-listed as Growth and Structure of Cities 190)

205. Introduction to Film. (Kahana, Division III; cross-listed as English 205)

210. Medieval Art
An overview of artistic production in Europe and the Near East from the end of antiquity to the 14th century, focused on the characteristic art forms of Europe, Byzantium and early Islam. Special attention to problems of interpretation and recent developments in art-historical scholarship. (Easton, Division III)

212. Medieval Architecture
A survey of medieval building types, including churches, mosques, synagogues, palaces, castles and government structures, from the fourth through the 14th centuries in Europe, the British Isles and the Near East. Special attention to regional differences and interrelations, the relation of design to use, the respective roles of builders and patrons. (Kinney, Division III; cross-listed as Growth and Structure of Cities 212)
Not offered in 2002-03.

230. Renaissance Art
A survey of painting in Florence and Rome in the 15th and 16th centuries (Giotto, Masaccio, Botticelli, Leonardo, Michelangelo, Raphael), with particular attention to contemporary intellectual, social and religious developments. (Cast, Division III)

237. Northern Renaissance
An introduction to painting, graphic arts and sculpture in Germany in the first half of the 16th century, with emphasis on the influence of the Protestant Reformation on the visual arts. Artists studied include Altdorfer, Cranach, Dürer, Grünewald, Holbein and Riemenschneider. (Hertel, Division III) *Not offered in 2002-03.*

241. Art of the Spanish-Speaking World
A study of painting and sculpture in Spain from 1492 to the early-19th century, with emphasis on such artists as El Greco, Velàzquez, Zurbaràn, Goya and the polychrome sculptors. As relevant, commentary is made on Latin America and the Spanish world's complex heritage, with its contacts with Islam, Northern Europe and pre-Columbian cultures. Continuities and disjunctions within these diverse traditions as they evolve both in Spain and the Americas are noted, and issues of canon formation and national identity are raised. (McKim-Smith, Division III)
Not offered in 2002-03.

245. Dutch Art of the 17th Century
A survey of painting in the Northern Netherlands with emphasis on such issues as Calvinism, civic organization, colonialism, the scientific revolution, popular culture and nationalism. Attention is given to various approaches to the study of Dutch painting; to its inherited classification into portrait, still life, history, scenes of social life, landscape and architectural paintings; and to the oeuvres of some individual artists, notably Vermeer and Rembrandt. (Hertel, Division III) *Not offered in 2002-03.*

249. Seventeenth- and 18th-Century Art in France.
Close attention is selectively given to the work of Poussin, Le Brun, Watteau, Chardin, Boucher, Fragonard, Greuze and David. Extensive readings in art criticism are required. (Levine, Division III)
Not offered in 2002-03.

250. Nineteenth-Century Painting in France
Close attention is selectively given to the work of David, Ingres, Géricault, Delacroix, Courbet, Manet, Monet, Degas and Cézanne. Extensive readings in art criticism are required. (Levine, Division III)

251. Twentieth-Century Art
Close attention is selectively given to the work of Gauguin, Matisse, Picasso, Kandinsky, Malevich, Mondrian, Duchamp and Dali. Extensive readings in art criticism are required. (Levine, Division III) *Not offered in 2002-03.*

253. Survey of Western Architecture
The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic and social context in which this evolution occurred are covered. (Cast, Hein, Division III; cross-listed as Growth and Structure of Cities 253)
Not offered in 2002-03.

254. History of Modern Architecture
(staff, Division III; cross-listed as Growth and Structure of Cities 254)

255. Survey of American Architecture
(Cohen, Division III; cross-listed as Growth and Structure of Cities 255)
Not offered in 2002-03.

260. Modern Art and Abstraction
An inquiry into the history of the visual culture of European and American modernism through an exploration of art history, art criticism and art theory. Against the dominant and paradigmatic narrative and theory of modernism, the course introduces and uses materials aimed at their critique. (Saltzman, Division III)
Not offered in 2002-03.

261. Postmodernism and Visual Culture
An examination of the emergence of postmodernism as a visual and theoretical practice. Emphasizing the American context, the course traces at once developments within art practice and the implications of critical theory for the study, theory and practice of visual representation. (Saltzman, Division III; cross-listed as Growth and Structure of Cities 261) *Not offered in 2002-03.*

Note: 300-level courses are seminars offering discussion of theoretical or historical texts and/or the opportunity for original research.

300. Methodological and Critical Approaches to Art History
A survey of traditional and contemporary approaches to the history of art. A critical analysis of a problem in art historical methodology is required as a term paper. (Levine) *Not offered in 2002-03.*

303. Art and Technology
A consideration of the technological examination of paintings. While studying the appropriate aspects of technology — such as the infrared vidicon, the radiograph and autoradiograph, analysis of pigment samples and pigment cross-sections — students are also encouraged to approach the laboratory in a spirit of creative scrutiny. Raw data neither ask nor answer questions, and it remains the province of the students to shape meaningful questions and answers. Students become acquainted with the technology

involved in examining paintings and are encouraged to find fresh applications for available technology in answering art historical questions. (McKim-Smith, Division III) *Not offered in 2002-03.*

306. Film Theory (Kahana, Division III; cross-listed as Comparative Literature 306 and English 306)

310. Medieval Art in American Collections
A research seminar on objects in regional collections (Philadelphia, New York, Baltimore.) Attention to questions posed by the physical qualities of works of art: materials, production techniques, stylistic signatures; to issues of museum acquisition and display; and to iconography and historical context. (Kinney) *Not offered in 2002-03.*

311. Topics in Medieval Art
Topics include illuminated manuscripts and the role of gender in medieval art. (Easton)

323. Topics in Renaissance Art
Selected subjects in Italian art from painting, sculpture and architecture between the years 1400 and 1600. (Cast; cross-listed as Growth and Structure of Cities 323) *Not offered in 2002-03.*

331. Palladio and Palladianism
A seminar on the diffusion of Palladian architecure from the 16th century to the present. (Cast; cross-listed as Growth and Structure of Cities 331)

340. Topics in Baroque Art: Representation of Gender and Power in Habsburg Spain
An examination of the relationship between art and literature in 16th- and 17th-century Spain. Topics include: reading visual and verbal texts, theories of representation, the portrayal of women, the depiction of sacred and profane love, theater and painting in the court, and the spectacle of power and monarchy. Students wishing major credit in Spanish must do appropriate assignments in Spanish. Prerequisite: one history of art course (for history of art majors) or one 200-level Spanish course (for Spanish majors). (McKim-Smith, Quintero, Division III; cross-listed as Comparative Literature 340 and Spanish 340) *Not offered in 2002-03.*

345. Topics in Northern Baroque Art
Topics include monographic and thematic approaches to the study of Dutch art within the parameters of History of Art 245. Examples: Rembrandt and Rubens, genre painting and the question of genre, Dutch art in American collections. (Hertel, Division III) *Not offered in 2002-03.*

348. Advanced Topics in German Cultural Studies (Halbfass, Meyer, Schönherr, Seyhan, Division III; cross-listed as German and German Studies 321)

350. Topics in Modern Art (Levine, Division III) *Not offered in 2002-03.*

354. Topics in Art Criticism
Individual topics in art-historical methodology, such as art and psychoanalysis, feminism, post-structuralism or semiotics are treated. (Levine, Division III; cross-listed as Comparative Literature 354) *Not offered in 2002-03.*

355. Topics in the History of London
Selected topics of social, literary and architectural concern in the history of

London, emphasizing London since the 18th century. (Cast, Division I or III; cross-listed as Growth and Structure of Cities 355 and History 355)
Not offered in 2002-03.

377. Topics in the History of Modern Architecture
Topic for spring 2003: Housing and Dwelling. (Lane, Division III; cross-listed as Growth and Structure of Cities 377)

380. Topics in Contemporary Art: Visual Culture and the Holocaust
(Saltzman, Division III; cross-listed as Hebrew and Judaic Studies 380)
Not offered in 2002-03.

398. Senior Conference
A critical review of the discipline of art history in preparation for the senior paper. Required of all majors. (Levine, Easton)

399. Senior Conference
A seminar for the discussion of senior research papers and such theoretical and historical concerns as may be appropriate to them. Interim oral reports. Required of all majors; culminates in the senior paper. (Cast, King)

403. Supervised Work
Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed research. Consent of the supervising faculty member and of the major adviser is required. (staff)

International Economic Relations

Coordinator:
To be announced

The Bryn Mawr program in International Economic Relations was developed in 1980, with the help of funds from the Exxon Education Foundation and the International Paper Foundation, to help prepare students skilled in languages for careers in international business or law. The program combines the study of international finance and economic relations with the study of the language and culture of a specific geographical area, chosen from among the French-, German-, Italian-, Russian- and Spanish-speaking regions of the world. Students in this program usually major in economics or one of the languages, but depending on prior preparation, a student may be able to complete this program while majoring in another subject.

Concentration Requirements
Participants in the program must complete required coursework in both economics and language, as well as meet the program's other requirements:

1. Two 200-level courses in the appropriate language (in special cases, language work done elsewhere, and worked out with a faculty representative of the appropriate language department, is accepted).
2. Economics 105 (or 101 and 102 at Haverford), 206 and 216.

The program also requires participation in one of the designated summer programs for the study of advanced language, area studies and international finance. These programs involve coursework and, in some cases, a work-related

internship. The summer program is normally taken following the junior year, but may be taken at another time if the student has fulfilled the program's other requirements. An interview may be required to make a final determination of the language competency of the student before acceptance in the summer program.

Students interested in this program should consult with the International Economic Relations coordinator as early as possible in their undergraduate career.

Italian

Professors:
Nicholas Patruno, *Chair*
Nancy Dersofi
Nancy J. Vickers

Lecturer:
Titina Caporale

Instructor:
Ute Striker, *at Haverford College*

The aims of the major are to acquire a knowledge of Italian language and literature and an understanding of Italian culture. The Department of Italian also cooperates with the Departments of French and Spanish in the Romance Languages major (see page 275).

Major Requirements
Major requirements in Italian are 10 courses: Italian 101, 102 and eight additional units, at least two of which are to be chosen from the offerings on the 300 level, and no more than two from an allied field. All students must take a course on Dante, one on the Italian Renaissance and one on modern Italian literature. Where courses in translation are offered, students may, with the approval of the department, obtain major credit provided they read the texts in Italian, submit written work in Italian and, when the instructor finds it necessary, meet with the instructor for additional discussion in Italian.

Courses allied to the Italian major include, with departmental approval, all courses for major credit in ancient and modern languages and related courses in archaeology, art history, history, music, philosophy, and political science. Each student's program is planned in consultation with the department.

Students who begin their work in Italian at the 200 level will be exempted from Italian 101 and 102.

Honors

The requirements for honors in Italian are a grade point average of 3.7 in the major and a research paper written at the invitation of the department, either in Senior Conference or in a unit of supervised work.

Minor Requirements

Requirements for the minor in Italian are Italian 101, 102 and four additional units including at least one at the 300 level. With departmental approval, students who begin their work in Italian at the 200 level will be exempted from Italian 101 and 102. For courses in translation, the same conditions for majors in Italian apply.

Study Abroad

Italian majors are encouraged to study in Italy during the junior year in a program approved by the College. The Bryn Mawr/University of Pennsylvania summer program in Florence offers courses for major credit in Italian, or students may study in other approved summer programs in Italy or in the United States. Courses for major credit in Italian may also be taken at the University of Pennsylvania. Students on campus are encouraged to live in the Italian Hall in Haffner and they are expected to make extensive use of the facilities offered by the Language Learning Center.

001-002. Elementary Italian

A practical knowledge of the language is acquired by studying grammar, listening, speaking, writing and reading. Coursework includes the use of the Language Learning Center. Credit will not be given for Italian 001 without completion of Italian 002. The course meets in intensive (eight hours a week at Bryn Mawr) and non-intensive (six hours a week at Bryn Mawr and Haverford) sections. (Caporale, Dersofi, Patruno, Striker)

101, 102. Intermediate Course in the Italian Language

A review of grammar and readings from Italian authors with topics assigned for composition and discussion; conducted in Italian. The course meets in intensive (four hours a week) and non-intensive (three hours a week) sections. (Caporale, Dersofi, Patruno)

200. Advanced Conversation and Composition

The purpose of this course is to increase fluency in Italian and to facilitate the transition to literature courses. The focus is on spoken Italian and on the appropriate use of idiomatic and everyday expressions. Students will be expected to do intensive and extensive language drills, orally and in the form of written compositions as well as Web-related exercises. Literary material will be used; conducted in Italian. (Patruno)

201. Prose and Poetry of Contemporary Italy

A study of the artistic and cultural developments of pre-Fascist, Fascist and post-Fascist Italy seen through the works of poets such as Ungaretti, Montale and Quasimodo, and through the narratives of Pirandello, Moravia, P. Levi, Silone, Vittorini, Pavese, Ginzburg and others. (Patruno, Division III)
Not offered in 2002-03.

203. Italian Theater

A survey of Italian theater from the Renaissance to the present. Readings include plays by Ruzante, Goldoni, Alfieri, Verga, Pirandello, Dacia Mariani, Natalia Ginzburg and Dario Fo. (Dersofi, Division III) *Not offered in 2002-03.*

205. The Short Story of Modern Italy
Examination of the best of Italian short stories from post-unification to today's Italy. In addition to their artistic value, these works will be viewed within the context of related historical and political events. Among the authors to be read are Verga, D'Annunzio, Pirandello, Moravia, Calvino, Buzzati and Ginzburg. (Patruno, Division III) *Not offered in 2002-03.*

207. Dante in Translation
An historical appraisal and critical appreciation of the *Vita Nuova* and the *Divina Commedia*. (Dersofi, Patruno, Vickers, Division III) *Not offered in 2002-03.*

210. Women and Opera
Explores ways in which opera represents, reflects and influences images of women. Both women singers and the portrayal of women in a group of about 10 operas will be considered. Students wishing major credit in Italian must do appropriate assignments in Italian. (Dersofi, Division III; cross-listed as Comparative Literature 210)

211. Primo Levi, the Holocaust and Its Aftermath
A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to other Italian women writers whose works are also connected with the Holocaust. (Patruno, Division III; cross-listed as Comparative Literature 211 and Hebrew and Judaic Studies 211)

230. Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain
A study of the evolution of the love lyric in Italy and Spain during the Renaissance and the Baroque periods. Topics include the representation of women as objects of desire and pre-texts for writing; the self-fashioning and subjectivity of the lyric voice; the conflation and conflict of eroticism and idealism; theories of imitation; parody; and the feminine appropriation of the Petrarchan tradition. Although concentrating on the poetry of Italy and Spain, readings include texts from France, England and Mexico. Students wishing major credit in Italian must do appropriate assignments in Italian. (Dersofi, Quintero, Division III; cross-listed as Comparative Literature 230 and Spanish 230)

301. Dante
A study of the *Vita Nuova* and *Divina Commedia*, with central focus on *Inferno*. Prerequisite: two years of Italian or the equivalent. (Dersofi, Patruno, Vickers, Division III)
Not offered in 2002-03.

304. Il Rinascimento
Topics include courtliness, images of power, epic romance and the lyric voice. Prerequisite: two years of Italian or the equivalent. (Dersofi, Division III)
Not offered in 2002-03.

399. Senior Conference
Under the direction of the instructor, each student prepares a paper on an author or a theme that the student has chosen. This course is open only to senior Italian majors. (Dersofi, Patruno, Vickers)

403. Independent Project
Offered with approval of the department. (staff)

Linguistics

Coordinator:
Donna Jo Napoli, *at Swarthmore College*

Bryn Mawr College students may take advantage of courses offered by the Department of Linguistics at Swarthmore College. Students interested in majoring in linguistics may do so via the Independent Major Program (see page 66). Such students must meet the requirements set by the Independent Major Program at Bryn Mawr.

Linguistics is the study of language. On the most general level it deals with the internal structure of language, the history of the development of language, the information language can give us about the human mind and the roles language plays in influencing the entire spectrum of human activity.

The relevance of linguistics to the disciplines of anthropology, language study, philosophy, psychology and sociology has been recognized for a long time. But recently a knowledge of linguistics has become important to a much wider range of activities in today's world. It is a basic tool in artificial intelligence. It is increasingly a valuable tool in literary analysis. It is fundamental to an understanding of communication skills and cognitive science. And, because the very nature of modern linguistic inquiry is to build arguments for particular analyses, the study of linguistics gives the student finely-honed argumentation skills, which stand in good stead in careers in business, law and other professions where such skills are crucial.

Courses offered at Swarthmore College include the following, plus advanced seminars.

Anthropological Linguistics: Endangered Languages
Beginning Hebrew for Text Study
Caribbean and French Civilizations and Cultures
Comparative Phonology of East Asian Languages
Computational Linguistics
Discourse Analysis
Evolution, Culture and Creativity
Exploring Acoustics
Historical and Comparative Linguistics
History of the Russian Language
Intermediate Syntax and Semantics
Introduction to Classical Chinese
Introduction to Language and Linguistics
Language and Meaning
Language and the Deaf
Language, Culture and Society
Language Policy in the United States
Languages of the World
Morphology and the Lexicon
Movement and Cognition
Old English/History of the Language
Oral and Written Language
Phonetics and Phonology
Pidgin and Creole Languages in West Africa
Psychology of Language
Russian Phonetics and Phonology
Semantics
Seminar in Morphology
Seminar in Phonology
Seminar in Psycholinguistics
Seminar in Semantics
Seminar in Syntax
Structure of Akan
Structure of Navajo
Structure of American Sign Language
Structure of the Japanese Language
Syntax
Translation Workshop
Writing Systems, Decipherment and Cryptography

Mathematics

Professors:
Frederic Cunningham Jr.
Victor J. Donnay
Helen G. Grundman, *Chair*
Rhonda J. Hughes
Paul M. Melvin (on leave, 2002-03)

Associate Professor:
Lisa Traynor

Visiting Associate Professor:
Walter Stromquist

Assistant Professor:
Leslie Cheng

Instructors:
Mary Louise Cookson
Peter G. Kasius

Keck Postdoctoral Teaching Fellow:
Kristopher Tapp

The mathematics curriculum is designed to expose students to a wide spectrum of ideas in modern mathematics, train students in the art of logical reasoning and clear expression, and provide students with an appreciation of the beauty of the subject and of its vast applicability.

Major Requirements
A minimum of 10 semester courses are required for the major, including the six core courses listed below and four electives at or above the 200 level.

Core Requirements:
Multivariable Calculus (201)
Linear Algebra (203; H215)
Real Analysis (301/302; H317/318)
Abstract Algebra (303; H333)
Senior Conference (398)

With the exception of Senior Conference, equivalent courses at Haverford or elsewhere may be substituted for Bryn Mawr courses. In consultation with a major adviser, a student may also petition the department to accept courses in fields outside of mathematics as electives if these courses have serious mathematical content appropriate to the student's program.

Math majors are encouraged to complete their core requirements other than Senior Conference by the end of their junior year. Senior Conference must be taken during the senior year. Students considering the possibility of graduate study in mathematics or related fields are urged to go well beyond the minimum requirements of the major. In such cases, a suitable program of study should be designed with the advice of a major adviser.

Honors
A degree with honors in mathematics will be awarded by the department to students who complete the major in mathematics and also meet the following further requirements: at least two additional semesters of work at the 300 level or above (this includes Supervised Work 403), completion of a meritorious project consisting of a written thesis and an oral presentation of the thesis, and a major grade point average of at least 3.6, calculated at the end of the senior year.

Minor Requirements
The minor requires five courses in mathematics at the 200 level or higher, of which at least two must be at the 300 level or higher.

Advanced Placement
Students entering with a 4 or 5 on the Calculus AB advanced placement test will be given credit for Math 101 and should enroll in Math 102 as their first mathematics course. Students entering

with a 4 or 5 on the Calculus BC advanced placement test will be given credit for Math 101 and 102, and should enroll in Math 201 as their first mathematics course. A placement exam is also offered by the department for entering students desiring further advice on choosing appropriate courses to take.

A.B./M.A. Program

For students entering with advanced placement credits it is possible to earn both the A.B. and M.A. degrees in an integrated program in four or five years.

See also page 19 for a description of the 3-2 Program in Engineering and Applied Science, offered in cooperation with the California Institute of Technology, for earning both an A.B. at Bryn Mawr and a B.S. at Cal Tech.

Suggested Electives

Below are some general guidelines for the selection of electives for students who wish to pursue a program focused in either pure or applied mathematics.

Pure Mathematics Focus

Strongly recommended:
Transition to Higher Mathematics (206)
Differential Equations with Applications (210; H204)
Abstract Algebra, semester II (304; H334)
Topology (312; H335)
Functions of Complex Variables (322)

Select additional courses from:
Introduction to Topology and Geometry (221)
Partial Differential Equations (311)
Topology, semester II (313; H336)
Functions of Complex Variables, semester II (323)
Number Theory (290, 390)
Chaotic Dynamical Systems (351)

Applied Mathematics Focus

Strongly recommended:
Theory of Probability with Applications (205; H218)
Differential Equations with Applications (210; H204)
Partial Differential Equations (311)

Select additional courses from:
Statistical Methods and Their Applications (H203)
Linear Optimization and Game Theory (H210)
Discrete Mathematics (231)
Applied Mathematics (308)
Functions of Complex Variables (322)
Chaotic Dynamical Systems (351)

Students interested in pursuing graduate study or careers in economics, business or finance should consider taking 205, 210, 225, 301, 311 and 325, and at least one of 308, H203 or H210. Also strongly recommended is Introduction to Computer Science (Computer Science 110), even though it would not count toward the mathematics major. These students might also consider a minor in economics and should consult the economics department chair as early as possible, ideally during the spring of sophomore year.

For students who wish to pursue a more computational major, the Discrete Mathematics course (231) is highly recommended. In addition, certain computer science courses will be accepted as electives, including Analysis of Algorithms (H340), Theory of Computation (H345), and Advanced Topics in Discrete Mathematics and Computer Science (H394). These courses may count toward a computer science minor as well; see the Computer Science listings on page 132.

Students in the Calculus sequence need a grade of 2.0 or better to continue with the next course.

001. Fundamentals of Mathematics
Basic techniques of algebra, analytic geometry, graphing and trigonometry for students who need to improve these skills before entering other courses that use them, both inside and outside mathematics. Placement in this course is by advice of the department and permission of the instructor. (staff)

101, 102. Calculus with Analytic Geometry
Differentiation and integration of algebraic and elementary transcendental functions, with the necessary elements of analytic geometry and trigonometry; the fundamental theorem, its role in theory and applications, methods of integration, applications of the definite integral, infinite series. May include a computer lab component. Prerequisite: math readiness or permission of the instructor. (staff, Division II or Quantitative Skills)

104. Elements of Probability and Statistics
Basic concepts and applications of probability theory and statistics, including finite sample spaces, permutations and combinations, random variables, expected value, variance, conditional probability, hypothesis testing, linear regression and correlation. The computer is used; prior knowledge of a computer language is not required. This course may not be taken after any other statistics course. Prerequisite: math readiness or permission of instructor. (staff, Quantitative Skills)

201. Multivariable Calculus
Vectors and geometry in two and three dimensions, partial derivatives, extremal problems, double and triple integrals, line and surface integrals, Green's and Stokes' Theorems. May include a computer lab component. Prerequisite: Mathematics 102 or permission of instructor. (staff, Division II or Quantitative Skills)

203. Linear Algebra
Matrices and systems of linear equations, vector spaces and linear transformations, determinants, eigenvalues and eigenvectors, inner product spaces and quadratic forms. May include a computer lab component. Prerequisite: Mathematics 102 or permission of instructor. (staff, Division II or Quantitative Skills)

205. Theory of Probability with Applications
Random variables, probability distributions on R^n, limit theorems, random processes. Prerequisite: Mathematics 201. (staff, Division II or Quantitative Skills)
Not offered in 2002-03.

206. Transition to Higher Mathematics
An introduction to higher mathematics with a focus on proof writing. Topics include active reading of mathematics, constructing appropriate examples, problem solving, logical reasoning and communication of mathematics through proofs. Students will develop skills while exploring key concepts from algebra, analysis, topology and other advanced fields. Corequisite: Mathematics 203; not open to students who have had a 300-level math course. (Cheng, Division II or Quantitative Skills)

210. Differential Equations with Applications
Ordinary differential equations, including general first-order equations, linear equations of higher order and systems of

equations, via numerical, geometrical and analytic methods. Applications to physics, biology and economics. Corequisite: Math 201 or Math 203. (Donnay, Division II or Quantitative Skills)

221. Introduction to Topology and Geometry
An introduction to the ideas of topology and geometry through the study of knots and surfaces in 3-dimensional space. The course content may vary from year to year, but will generally include some historical perspectives and some discussion of connections with the natural and life sciences. Corequisite: Mathematics 201 or 203. (staff, Division II or Quantitative Skills) *Not offered in 2002-03.*

225. Introduction to Financial Mathematics
Topics to be covered include market conventions and instruments, Black-Scholes option-pricing model, and practical aspects of trading and hedging. All necessary definitions from probability theory (random variables, normal and lognormal distribution, etc.) will be explained. Prerequisite: Mathematics 102. Economics 105 is recommended. (Cheng, Division II)

231. Discrete Mathematics
An introduction to discrete mathematics with strong applications to computer science. Topics include set theory, functions and relations, propositional logic, proof techniques, recursion, counting techniques, difference equations, graphs and trees. (Weaver, Division II or Quantitative Skills; cross-listed as Computer Science 231)

251. Introduction to Chaotic Dynamical Systems
Topics to be covered may include iteration, orbits, graphical and computer analysis, bifurcations, symbolic dynamics, fractals, complex dynamics and applications. Prerequisite: Mathematics 102. (staff, Division II or Quantitative Skills) *Not offered in 2002-03.*

290. Elementary Number Theory
Properties of the integers, divisibility, primality and factorization, congruences, Chinese remainder theorem, multiplicative functions, quadratic residues and quadratic reciprocity, continued fractions, and applications to computer science and cryptography. Prerequisite: Mathematics 102. (staff, Division II or Quantitative Skills)
Not offered in 2002-03.

295. Selected Topics in Mathematics
This course will cover topics that are not part of the standard departmental offerings and will vary from semester to semester. Students may take this course more than once. Prerequisites vary, depending on the topic. Topic for fall 2002: Statistics. (staff, Division II)

301, 302. Introduction to Real Analysis
The real number system, elements of set theory and topology, continuous functions, uniform convergence, the Riemann integral, power series, Fourier series and other limit processes. Prerequisite: Mathematics 201. (Donnay, Traynor, Division II)

303, 304. Abstract Algebra
Groups, rings, fields and their morphisms. Prerequisite: Mathematics 203. (Grundman, Division II)

308. Applied Mathematics
Prerequisites: Mathematics 201 and 203 (or equivalent) or permission of instructor. (staff, Division II)
Not offered in 2002-03.

310. Introduction to the Mathematics of Financial Derivatives
Topics to be covered may include Arbitrage Theorem, pricing derivatives, Wiener and Poisson processes, martingales and martingale representations, Ito's Lemma, Black-Scholes partial differentiation equation, Girsanov Theorem and Feynman-Kac Formula. Prerequisites: Mathematics 201 and 205, Economics 205, or permission of instructor. Mathematics 311 is recommended. (staff, Division II) *Not offered in 2002-03.*

311. Partial Differential Equations
Heat and wave equations on bounded and unbounded domains, Laplace's equation, Fourier series and the Fourier transform, qualitative behavior of solutions, computational methods. Applications to the physical and life sciences. Prerequisite: Mathematics 301 or permission of instructor. (Hughes, Division II)

312, 313. Topology
General topology (topological spaces, continuity, compactness, connectedness, quotient spaces), the fundamental group and covering spaces. Introduction to geometric topology (classification of surfaces, manifolds) and algebraic topology (homotopy theory, homology and cohomology theory, duality on manifolds). Prerequisites: Mathematics 201 and 203, or permission of instructor. (staff, Division II) *Not offered in 2002-03.*

322, 323. Functions of Complex Variables
Analytic functions, Cauchy's theorem, Laurent series, calculus of residues, conformal mappings, Moebius transformations, infinite products, entire functions, Riemann mapping theorem, Picard's theorem. Prerequisite: Mathematics 301 or permission of instructor.
(Cheng, Division II)

351. Chaotic Dynamical Systems
Topics chosen from among Cantor set, periodic points of a map, chaotic maps on the interval, period doubling, symbolic dynamics, maps on a circle and torus, Mandelbrot set, fractals and Julia sets, and applied examples of dynamical systems. Prerequisites: Mathematics 201, 203 and 301 or permission of instructor. (staff, Division II)
Not offered in 2002-03.

390. Number Theory
Algebraic number fields and rings of integers, quadratic and cyclotomic fields, norm and trace, ideal theory, factorization and prime decomposition, lattices and the geometry of algebraic integers, class numbers and ideal class groups, computational methods, Dirichlet's unit theorem. Prerequisite: Mathematics 303 or permission of instructor. (Division II)
Not offered in 2002-03.

395, 396. Research Seminar
(staff, Division II)

398, 399. Senior Conference
A seminar for seniors majoring in mathematics. Topics vary from year to year. (Cunningham, Stromquist, Division II)

403. Supervised Work (staff)

405. Supervised Teaching (staff)

Haverford College currently offers the following courses in mathematics:

103b. Introduction to Probability and Statistics
113a. Calculus I
113b. Calculus I (Intensive Section)
114. Introductory Integral Calculus
121. Calculus III
204a. Differential Equations
215. Linear Algebra
216b. Advanced Calculus
317a. Analysis I
318b. Analysis II
333a. Algebra I
334b. Algebra II
390a. Advanced Topics in Algebra: Cryptography
399. Senior Seminar

Music

At Haverford College

Professors:
Curt Cacioppo, *Chair*
Richard Freedman

Associate Professors:
Ingrid Arauco
Heidi Jacob, *Director of the Haverford-Bryn Mawr Orchestral Program* (on leave, semester II 2003)
Thomas Lloyd, *Director of the Haverford-Bryn Mawr Choral Program*

Visiting Instructor:
Christine Cacioppo

The music curriculum is designed to deepen understanding of musical form and expression through development of skills in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

The Theory and Composition Program stresses proficiency in aural, keyboard and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

The Musicology Program, which emphasizes European, North American and Asian traditions, considers music in the rich context of its social, religious and aesthetic surroundings.

The Performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra and ensembles formed within the context of Haverford's Chamber Music program. Students can

receive academic credit for participating in these ensembles (Music 102, 214, 215, 216 and 219) and can receive credit for Private Study (Music 217) in voice or their chosen instrument.

Major Requirements

1. Theory-Composition: 203a, 204b, 303a
2. Musicology: two courses chosen from 221a, 222b, 223a or 224b.
3. Three electives in music chosen from 207a or b, 221a, 222b, 223a, 224b, 227a, 228a, 250a or b, 265b, 266b, 304b, or 403a or b.
4. Performance: participation in a department-sponsored performance group is required for at least one year. Music 217f, i instrumental or vocal private study for one year. Continuing ensemble participation and instrumental or vocal private study are strongly urged.
5. An additional full-course credit is required of majors in their senior year. This work may be fulfilled either as an upper-level elective or as an independent project (composition, recital or research paper) as directed by the department. The department will determine, prior to the date of final registration in the fall of the senior year, which track each individual major should pursue in completing this requirement — course elective or independent project. Once the determination is made, senior work will be carried out according to the guidelines set forth by the department for each particular case.
6. Majors are expected to attend the majority of department-sponsored concerts, lectures and colloquia.

Honors

Departmental honors or high honors will be awarded on the basis of superior work in music courses combined with exceptional accomplishment in the senior project.

Minor Requirements

1. Theory-Composition: 203a and 204b.
2. Musicology: two courses chosen from 221a, 222b, 223a or 224b.
3. One elective chosen from 207a or b, courses not already taken to fulfill the Musicology requirement, 228a or b, 250a or b, 251a or b, 265b, 266b, 303a, 304b, or 403a or b.
4. Music 217f, i instrumental or vocal private study or department ensemble participation for one year. Continuing ensemble participation and instrumental or vocal private study are strongly urged.

Substitutions for Haverford College courses in fulfillment of the major or minor in music must be approved in advance by the Music Department.

Special Programs and Funds

The Music Department Guest Artists Series presents distinguished and emerging performers in public concerts, master classes, lecture-demonstrations, reading sessions and informal encounters. Featured artists last season were Native American flutist Mary Youngblood, the Cuarteto Latino-Americano, pianist Charles Abramovic, violinist Arnold Steinhardt, the Network for New Music and the American String Quartet.

The William Heartt Reese Music Fund was established in 1977 to honor William Heartt Reese, professor of music and conductor of the Glee Club and Orchestra at Haverford from 1947 to 1975. The Fund supports applied music lessons

for students enrolled in the department's Private Study Program.

The John H. Davison '51 Fund for Student Composers supports new works by student composers. The fund recognizes Davison's 40 years of teaching and musical creativity at Haverford.

The Orpheus Prize is awarded for exceptional achievement in the practice of tonal harmony.

The Kessinger Family Fund for Asian Performing Arts sponsors performances and lecture-demonstrations that enrich Haverford's crosscultural programs. Since its inception in 1997, the fund has sponsored visits by artists representing traditions of South, Central and East Asia and Indonesia.

Theory and Composition

110a. Musicianship and Literature
Intensive introduction to the notational and theoretical materials of music, complemented by work in sight-singing and keyboard harmony. Discussion of musical forms and techniques of melody writing and harmonization; short projects in composition. (Arauco, Division III)

203a. Principles of Tonal Harmony I
The harmonic vocabulary and compositional techniques of Bach, Beethoven, Haydn, Mozart, Schubert and others. Emphasis is on composing melodies, constructing phrases and harmonizing in four parts. Composition of Minuet and Trio or other homophonic pieces is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 110. (Curt Cacioppo, Division III)

204b. Principles of Tonal Harmony II
An extension of Music 203 concentrating on chorale harmonization and construction of more complex phrases; a composition such as original theme and variations as final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 203. (Arauco, Division III)

265b. Symphonic Technique and Tradition
Study and practice of the techniques of orchestration from Baroque through Modern times with close examination of masterpieces from the symphonic tradition. Development of individual instruments, evolution of the orchestra, notation, clefs, transposition, timbre, range, effects, doubling, reduction, transcription, composition for large instrumental ensemble. Prerequisite: Music 203. (Curt Cacioppo, Division III)
Not offered in 2002-03.

266b. Composition
An introduction to the art of composition through weekly assignments designed to invite creative, individual responses to a variety of musical ideas. Scoring for various instruments and ensembles, and experimentation with harmony, form, notation and text setting. Weekly performance of student pieces; end-of-semester recital. Prerequisite: Music 203 or permission of instructor. (Arauco, Division III)

303a. Advanced Tonal Harmony
An introduction to chromatic harmonization; composition in forms such as waltz, nocturne and intermezzo, and exploration of accompaniment textures. Analysis of works by Brahms, Chopin,

Dvorak, Elgar, Liszt, Mahler, Mendelssohn, Schumann, Strauss, Wagner and others. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 204. (Arauco, Division III)

304b. Counterpoint
Eighteenth-century contrapuntal techniques and forms with emphasis on the works of J. S. Bach: canon, composition of two-part invention, fugal writing in three parts, chorale prelude and analysis. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 204. (Curt Cacioppo, Division III)

403a or b. Seminar in 20th-Century Theory and Practice
Classic and contemporary 20th-century composers, works and trends with reference to theoretical and aesthetic writings and the broader cultural context. Prerequisite: Music 303. (Arauco, Division III) *Not offered in 2002-03.*

Performance

102c, f, i. Chorale
Chorale is a large mixed chorus that performs major works from the oratorio repertoire with orchestra. Attendance at weekly two-hour rehearsals and dress rehearsals during performance week is required. Prerequisites: audition and permission of instructor. (Lloyd, Division III)

107f, i. Introductory Piano
For students with little or no keyboard experience. Basic reading skills and piano technique; scales, arpeggios and compositions in small forms by Bach, Mozart and others. Enrollment is limited to 16 students. (Christine Cacioppo, Division III)

207a, b. Topics in Piano
Combines private lessons and studio/master classes, musical analysis and research questions into performance practice and historical context, and critical examination of sound-recorded sources. Preparation of works of selected composer or style period for end-of-semester class recital is required. Prerequisites: audition and permission of instructor. Topic for fall 2002: Beethoven, Haydn and Mozart. Topic for spring 2003: Brahms, Schubert and Schumann. (Curt Cacioppo, Division III)

214c, f, i. Chamber Singers
Chamber Singers is a 30-voice mixed choir that performs a wide range of mostly a cappella repertoire from the Renaissance to the present day in original languages. Attendance required at three 80-minute rehearsals weekly. Prerequisites: audition and permission of instructor. (Lloyd, Division III)

215c, f, i. Chamber Music
Intensive rehearsal of works for small instrumental groups with supplemental research and listening assigned. Performance is required. The course is available to those who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester. Prerequisites: audition and permission of instructor.
(Jacob, Division III)

216c, f, i. Orchestra
For students participating in the Haverford-Bryn Mawr Orchestra, this course addresses the special musical problems of literature rehearsed and per-

formed during the semester. Prerequisites: audition and permission of instructor. (Jacob, Division III)

217f, i. Vocal or Instrumental Private Study
To continue beyond the initial semester, the student must have taken or be taking one of the regular Theory offerings (Music 110, 203 or 204) or Musicology offerings (Music 221, 222, 223 or 224). Students should be participating in a departmentally-directed ensemble or activity (e.g., Chorale or Orchestra) as advised by their program supervisor. Private teachers are assigned by the respective program supervisor. All students in the private-study program perform for a faculty jury at the end of the semester. A maximum of two credits of private study may be applied toward graduation. Students assume the cost of their private lessons, but may apply for private-study subsidies at the beginning of each semester's study through the department. Prerequisites: departmental audition and permission of supervisor. (Lloyd, vocal; Jacob/fall and Arauco/spring, instrumental; Curt Cacioppo, keyboard)

219i. Art Song
Intensive rehearsal of art songs representative of various style periods and languages, with supplemental research and listening assigned. Performance is required. The course is available to those who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester. Prerequisites: audition and permission of instructor. (Lloyd, Division III)

Musicology

111b. Introduction to Western Music
A survey of the European musical tradition from the Middle Ages to modern times. Students will hear music by Bach, Beethoven, Glass, Monteverdi, Mozart, Stravinsky and Wagner, and among others, developing both listening skills and an awareness of how music relates to the culture that fosters it. In addition to listening and reading, students will attend concerts and prepare written assignments. (Freedman, Division III)

130b. Beethoven
This course will consider Ludwig van Beethoven in his primary role as composer by examining works in different genres from his early, middle and late periods. These will include piano sonatas, piano chamber music, string quartets, concerti, symphonies and his opera *Fidelio*. In addition, Beethoven's debt to earlier composers, his relationship to musical and intellectual contemporaries, and his struggle against deafness will be explored, as well as his pedagogical, political and spiritual dimensions. His impact upon later composers and upon the definition and expectation of the creative artist will be weighed. Along with aural investigations, critical and historical readings will be assigned, as well as Beethoven's own letters, journals, conversation books and the *Heiligenstadt Testament*. (Curt Cacioppo, Division III) *Not offered in 2002-03.*

221b. Medieval and Renaissance Music
Music of the 12th through 16th centuries, emphasizing changing approaches to composition, notation and expression in works by composers such as Hildegard von Bingen, Guillaume de Machaut,

Josquin Desprez and Orlando di Lasso, among others. Classroom assignments will consider basic problems raised by the study of early music: questions of style of structure, debates about performance practice, and issues of cultural history. Extensive reading and listening culminating in individual research or performance projects. Prerequisite: Music 110, 111 or permission of instructor. (Freedman, Division III)

222b. Baroque Music
Music of the 17th and 18th centuries, with focus on central developments of opera, sacred music and instrumental genres. Through careful study of works by Bach, Corelli, Handel, Lully, Monteverdi and Rameau, students will explore changing approaches to musical style and design, basic problems of performance practice and how musicologists have sought to understand the place of music in cultural history. Prerequisite: Music 110, 111 or permission of instructor. (Freedman, Division III)
Not offered in 2002-03.

223a. Classical Music
The music of Beethoven Haydn, Mozart, and Schubert, among others. Classroom assignments will lead students to explore the origins and development of vocal and instrumental music of the years around 1800, and to consider the ways in which musicologists have approached the study of this repertory. Prerequisite: Music 110, 111 or permission of instructor. (Freedman, Division III)
Not offered in 2002-03.

224a. Nineteenth-Century Music
Music by Brahms, Chopin, Mahler, Schumann, Verdi and Wagner, among others, with special focus on changing approaches to style of expression and to the aesthetic principles such works articulate. Assignments will allow students to explore individual vocal and instrumental works and will give students a sense of some of the perspectives to be found in the musicological literature on 19th-century music. Prerequisite: Music 110, 111 or permission of instructor. (Freedman, Division III)

250a, b. Words and Music
Under this title, four separate courses are available: The Operas of Verdi and Wagner; Wagner's *Ring* and the Modern World; The Renaissance Text and Its Musical Readers; and Tones, Words and Images. Prerequisite: Any full-credit course in music or permission of instructor. (Curt Cacioppo, Freedman, Division III) *Not offered in 2002-03.*

251a. Music, Film and Narrative
An introduction to music and film with special attention to works from the 1930s through the 1950s by composers such as Auric, Copland, Eisler, Herrmann, Korngold, Prokofiev, Shostakovich, Steiner, Tiomkin and Waxman. Close study of orchestration, harmony and thematic process as they contribute to cinematic narrative and form. Source readings include artistic positions staked out by film composers themselves as well as critical and scholarly essays by leading writers on the narrative possibilities of film music. Extensive reading, listening and viewing assignments. Weekly writing assignments culminating in a major project. Prerequisite: Music 203 or equivalent knowledge of music theory. (Freedman, Division III)

480a, f, b, i. Independent Study
Prerequisites: approval of department and permission of instructor. (staff)

Diverse Traditions

149b. Native American Music and Belief
Through singing, listening and analysis, cultural and political readings, film discussion and guest visits, this course attempts to reveal the diversity, complexity and beauty of representative Native American traditions. It further aims to illuminate the history, past and ongoing, of hostile action taken by mainstream interests against indigenous peoples of North America. (Curt Cacioppo, Division III)

227a. Jazz and the Politics of Culture
A study of jazz and its social meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation and the fabric of musical performance in the context of how assumptions about order and disorder in music reflect deeply felt views about society and culture. Prerequisite: sophomore standing or higher. Enrollment limited to 35 students. (Freedman, Division III) *Not offered in 2002-03.*

228b. Musical Voices of Asia
The musical traditions of South, East and Central Asia and Indonesia. Extensive discussion of vocal and instrumental genres, approaches to texts and stories, and systems of learning. We will also pay special attention to the place of music in broader cultural and social contexts as a definer of gender or religious identities, as an object of national or political ownership, and in its interaction with Western classical and popular forms. Prerequisite: sophomore standing or higher. (Freedman, Division III)

Neural and Behavioral Sciences

Professors:
Karen F. Greif
Paul Grobstein
Margaret A. Hollyday
Leslie Rescorla
Earl Thomas, *Concentration Adviser for Psychology*

Associate Professors:
Peter D. Brodfuehrer, *Concentration Adviser for Biology*
Kimberly Wright Cassidy
Deepak Kumar
Wendy F. Sternberg, *Chair of the Undergraduate Neural and Behavioral Sciences Committee, and Concentration Adviser for Psychology, at Haverford College*

Assistant Professors:
Rebecca Compton, *at Haverford College* (on leave, 2002-03)
Anjali Thapar

The desire to understand human and animal behavior in terms of nervous system structure and function is long standing. Historically, this task has been approached from a variety of disciplines including medicine, biology, psychology and physiology. The field of neuroscience emerged as an interdisciplinary approach, combining techniques and perspectives from these disciplines to yield new insights into the workings of the nervous system and behavior.

The concentration in the neural and behavioral sciences is designed to allow students to pursue a course of studies in behavior and the nervous system across disciplines traditionally represented at Bryn Mawr. The program is currently administered by the Departments of

Biology and Psychology at Bryn Mawr and the Department of Psychology at Haverford College. Students undertaking the concentration must major in one of these three departments.

The concentration consists of two components. Students must satisfy the requirements of the department in which they major, with appropriate modifications related to the concentration (consult departmental advisers listed above). For the concentration itself, students must take a series of courses that represent the background in the neural and behavioral sciences and other sciences common to all approaches to the nervous system and behavior. All students, regardless of major, must fulfill the requirements of the core program.

Concentration Requirements

Core requirements for the concentration are:

1. Introductory-level work, with lab, outside the major (at least one semester) in Psychology or Biology.
2. Core course in Neural and Behavioral Sciences. One of the following three: Neurobiology and Behavior (Biology 202 at Bryn Mawr), Behavioral Neuroscience (Psychology 218 at Bryn Mawr) or Biological Psychology (Psychology 217 at Haverford).
3. One course in Neural and Behavioral Sciences outside the major (from the list below).
4. One additional course in Neural and Behavioral Sciences from any participating department.
5. Two semesters of senior research (Biology 401, Psychology 401 at Bryn Mawr)
6. Senior Seminar for concentrators (Biology 396, Psychology 396 at Bryn Mawr)

Biology at Bryn Mawr

271. Developmental Biology
303. Animal Physiology
304. Cell and Molecular Neurobiology
322. Neurochemistry
329. Elements of Mathematical Biology
336. Evolutionary Biology: Advanced Topics
367. Computational Models of Biological Organization

Computer Science at Bryn Mawr

371. Cognitive Science
372. Introduction to Artificial Intelligence
380. Recent Advances in Computer Science

Psychology at Bryn Mawr

212. Human Cognition
218. Behavioral Neuroscience
323. Cognitive Neuroscience
350. Developmental Cognitive Disorders
351. Developmental Psychopathology
395. Psychopharmacology
397. Laboratory Methods in the Brain and Behavioral Sciences

Psychology at Haverford

217. Biological Psychology
221. Primate Origins of Society
350. Biopsychology of Stress

Peace and Conflict Studies

Martin Hébert, *Coordinator, at Haverford College*
Marc Howard Ross

The goal of the bi-college concentration is to help focus students' coursework around specific areas of interest central to peace and conflict studies.

Concentration Requirements

The concentration is composed of a six-course cluster centering around conflict and cooperation within and between nations. Of these six courses, at least two and no more than three may be in the student's major. The peace and conflict studies concentration draws upon the long-standing interest in war, conflict and peacemaking, and social justice, as well as questions associated with the fields of anthropology, economics, history, political science, social psychology and sociology. It draws on these fields for theoretical understandings of matters such as bargaining, internal causes of conflict, cooperative and competitive strategies of negotiation, intergroup relations and the role of institutions in conflict management.

Students meet with the coordinator in the spring of their sophomore year to work out a plan for the concentration. All concentrators are required to take three core courses: the introductory course, General Programs 111a; either Political Science 206 or General Programs 322; and Political Science 347. It is advised that concentrators complete at least two of these three courses by the end of their junior year.

Students are required to take three additional courses chosen in consultation with the coordinator, working out a plan that focuses this second half of their concentration regionally, conceptually or around a particular substantive problem. These courses might include international conflict and resolution; ethnic conflict in general or in a specific region of the world (e.g. South Africa, the Middle East, Northern Ireland); a theoretical approach to the field, such as nonviolence, bargaining or game theory; an applied approach, such as reducing violence among youth, the arts and peacemaking, community mediation or labor relations.

Peace and Conflict Studies courses currently available at Bryn Mawr include:

History
349. Topics in Comparative History: Revolutions

Political Science
141. International Politics
206. Conflict and Conflict Management: A Cross-Cultural Approach
241. The Politics of International Law and Institutions
316. The Politics of Ethnic, Racial and National Groups
347. Advanced Issues in Peace and Conflict Studies
348. Culture and Ethnic Conflict

Psychology
358. Political Psychology of Group Identification

Sociology
205. Social Inequality
212. Sociology of Poverty
354. Comparative Social Movements: Power, Protest, Mobilization

355. Marginals and Outsiders: Sociology of Deviance

Peace and Conflict Studies courses at Haverford include:

Anthropology
257b. Ethnic Conflict
280a. Indigenous Movements
320a. Politics and the Imaginary

Biology
221a. The Primate Origins of Society

Economics
225a. Developing Economics

General Programs
111a. Introduction to Peace and Conflict Studies
322b. Field Methods in Peace and Conflict Studies

History
356a. Topics in Modern European History

Political Science
141a. International Politics
236b. Arab-Israeli Conflict
245a. International Political System

Philosophy

Professors:
Robert J. Dostal (on leave, 2002-03)
Michael Krausz, *Chair and Major Adviser*
George E. Weaver Jr.

Associate Professor:
Christine M. Koggel (on leave, semester I, 2002)

Lecturer:
Kenneth Richman

Instructor:
Shannon Mussett

Affiliated Faculty:
Jeremy Elkins
Deepak Kumar
Stephen G. Salkever
Azade Seyhan

The Department of Philosophy introduces students to some of the most compelling answers to questions of human existence and knowledge. It also grooms students for a variety of fields that require analysis, conceptual precision, argumentative skill, and clarity of thought and expression. These include administration, the arts, business, computer science, health professions, law and social services. The major in philosophy also prepares students for graduate-level study leading to careers in teaching and research in the discipline.

The curriculum focuses on three major areas: the systematic areas of philosophy, such as logic, theory of knowledge, metaphysics, ethics and aesthetics; the history of philosophy through the study of key philosophers and philosophical periods; and the philosophical explication of methods in such domains as art, history, religion and science.

The department is a member of the Greater Philadelphia Philosophy Consortium comprised of 13 member institutions in the Delaware Valley. It sponsors the Conferences on the Philosophy of the Human Studies and an annual undergraduate student philosophy conference.

Major Requirements
Students majoring in philosophy must take a minimum of 10 semester courses and attend the monthly non-credit departmental colloquia. The following five courses are required for the major: the two-semester Historical Introduction (Philosophy 101 and 201); Ethics (221); Theory of Knowledge (211), Metaphysics (212) or Logic (103); and Senior Conference (398). At least three other courses at the 300 level are required. Majors must take one historical course that concentrates on the work of a single philosopher or a period in philosophy.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related areas, such as anthropology, history, history of art, languages, literature, mathematics, political science, psychology and sociology.

Honors
Honors will be awarded by the department based on the senior thesis and other work completed in the department. As well, the Milton C. Nahm Prize in Philosophy is a cash award presented to the graduating senior major whose senior thesis the department judges to be of outstanding caliber. This prize need not be granted every year.

Minor Requirements
Students may minor in philosophy by taking six courses in the discipline at any level. They must also attend the monthly non-credit departmental colloquia.

Cross-Registration
Students may take advantage of cross-registration arrangements with Haverford College, Swarthmore College and the University of Pennsylvania. Courses at these institutions may satisfy Bryn Mawr requirements, but students should check with the chair of the department to make sure specific courses meet requirements.

Prerequisites
No introductory-level course carries a prerequisite. However, all courses on both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate-level course, and any intermediate course satisfies the prerequisite for an advanced-level course.

101. A Historical Introduction to Philosophy: Ancient Philosophy
What is the fundamental nature of the world? Can we have knowledge about the world and ourselves, and if so, how? What is the good life? In this course, we explore answers to these sorts of metaphysical, epistemological and ethical questions by examining the works of the Presocratics and of the two central Greek philosophers, Plato and Aristotle.
(Richman, staff, Division III)

102. Introduction to Problems of Philosophy
Contemporary formulations of certain philosophical problems are examined, such as the nature of knowledge, persons, freedom and determinism, the grounds of rationality, cognitive and moral relativism, and creativity in both science and art. (Krausz, Division III)
Not offered in 2002-03.

103. Introduction to Logic
Training in reading and writing proof discourses (i.e., those segments of writing or speech that express deductive reasoning) to gain insight into the nature of logic, the relationship between logic and linguistics, and the place of logic in theory of knowledge. (Weaver, Division III)

201. A Historical Introduction to Philosophy: Modern Philosophy
The development of philosophic thought from Descartes to Nietzsche. (Richman, staff, Division III)

202. Culture and Interpretation
A study of methodological and philosophical issues associated with interpreting alternative cultures, including whether ethnocentrism is inevitable, whether alternative cultures are found or imputed, whether interpretation is invariably circular or relativistic, and what counts as a good reason for one cultural interpretation over another. (Krausz, Division III; cross-listed as Comparative Literature 202)
Not offered in 2002-03.

203. Formal Semantics
A study of the adequacy of first-order logic as a component of a theory of linguistic analysis. Grammatical, semantic and proof theoretic inadequacies of first-order logics are examined and various ways of enriching these logics to provide more adequate theories are developed, with special attention to various types of linguistic presuppositions, analyticity, selection restrictions, the question-answer relation, ambiguity and paraphrase. Prerequisite: Philosophy 103. (Weaver, Division III)

205. Philosophy and Medicine
This course explores several of the philosophical issues raised by the enterprise of medical science. These issues cross a wide range of philosophical subfields, including the philosophy of science, epistemology, metaphysics and ethics. Topics to be covered include: the nature of health, disease and illness, the epistemology of medical diagnosis, and the relationship between medical science and healthcare ethics. (Richman, Division III)

209. Introduction to Literary Analysis: Philosophical Approaches to Criticism
(Seyhan, Division I or III; cross-listed as Comparative Literature 209 and German and German Studies 209)

210. Philosophy of Social Science: Introduction to Cultural Analysis
An examination of the relation between the philosophical theory of relativism and the methodological problems of cross-cultural investigation. Selected anthropological theories of culture are evaluated in terms of their methodological and philosophical assumptions, with attention to questions of empathetic understanding, explanation, evidence and rational assessment. Prerequisite: Anthropology 102 or another introductory course in the social sciences or philosophy, or permission of instructor. (Kilbride, Krausz, Division I or III; cross-listed as Anthropology 201)
Not offered in 2002-03.

211. Theory of Knowledge: Relativism and Realism
What sorts of things are there and what constraints are there in knowing them? Have we access to things as such or are they inevitably filtered through some

conceptual scheme? This course will examine the debate between relativism and absolutism in relation to the debate between realism and antirealism. The course will seek to instill philosophical skills in the critical evaluation of pertinent theories. Readings will include works of Karl Popper, Nelson Goodman, Hilary Putnam, Israel Scheffler, Chhanda Gupta and others. (Richman, Division III)

212. Metaphysics
An examination of the issues that arise when we try to discern the fundamental nature of the world. What does it mean to say that something is real, objective, mind-independent or true? How do we go about deciding whether the world includes values, God, mind, numbers? Is there a reason to regard science's description of the world as depicting the world as it really is? (staff, Division III)
Not offered in 2002-03.

221. Ethics
An introduction to ethics by way of examination of moral theories (such as virtue ethics, utilitarianism, Kant's categorical imperative, relativism and care ethics) and of practical issues (such as abortion, animal rights and equity).
(Koggel, Division III)

222. Aesthetics: The Nature and Experience of Art
What sorts of things are works of art, music and literature? Can criticism in the arts be objective? Do such works answer to more than one admissible interpretation? If so, what is to prevent one from sliding into an interpretive anarchism? What is the role of a creator's intentions in fixing upon admissible interpretations? What is the nature of aesthetic experience? Readings will be drawn from contemporary sources from the analytic and continental traditions. (Krausz, Division III; cross-listed as Comparative Literature 222)

228. Western Political Philosophy: Ancient and Modern (Salkever, Division III; cross-listed as Political Science 228)

229. Concepts of the Self
An individual can undergo a variety of changes and survive as the same person, but there are other changes through which an individual cannot persist. Various criteria for the identity of a person through time and change will be discussed. We will also consider problem cases of branching, which suggest a distinction between survival and identity through time. Ethical implications will be explored, as well as issues of method such as whether intuitions regarding problem cases should play a significant role in what conclusions we draw about personal identity. (Richman, Division III)
Not offered in 2002-03.

231. Western Political Philosophy (Modern) (Mink, Division III; cross-listed as Political Science 231)

244. Philosophy and Cognitive Science
Cognitive science is a multidisciplinary approach to the study of human cognition — from the abstract study of concepts of cognition to well-defined empirical research into language and cognition and the specifics of cognitive modeling on computers. Philosophy, linguistics, psychology, computer science and neuroscience are the major contributors to cognitive science. (staff, Division III)
Not offered in 2002-03.

246. Philosophical Skepticism
This course will examine philosophical arguments that purport to show that we cannot know the things we take ourselves to know. We will focus on the problem of induction, external world skepticism, the problem of other minds and self-knowledge. (staff, Division III)

252. Feminist Theory
An examination of feminist critiques of traditional philosophical conceptions of morality, the self, reason and objectivity; philosophical contributions to issues of concern for feminists, such as the nature of equality, justice and oppression, are studied. Prerequisite: one course in philosophy or permission of instructor.
(Koggel, Division III)
Not offered in 2002-03.

254. Philosophy of Religion
The course covers basic issues in philosophy of religion drawing on classical readings as well as contemporary contributions. Highlighted themes include alternative approaches in philosophy of religion; faith and reason; religious language; arguments for the existence of God; relation between morality and religion; religious experience; mysticism; miracle; human destiny; liberation/salvation; life after death; the problem of evil; and religious pluralism. (staff, Division III) *Not offered in 2002-03.*

300. Nietzsche, Kant, Aristotle: Modes of Practical Philosophy (Salkever, Division III; cross-listed as Political Science 300) *Not offered in 2002-03.*

301. Hume
A close examination of Hume's philosophy, focusing on his psychology and its implications on his epistemology, metaphysics, philosophy of mind and ethics. His views on causation, substance, personal identity, induction, practical reasoning, free will and the basis of moral judgements are considered in detail. How Hume is related to other British and Continental philosophers, and the significance of his views for Kant as well as for a number of philosophical debates, are also examined. (Richman, Division III)
Not offered in 2002-03.

310. Philosophy of Science
An examination of positivistic science and its critics. Topics include the possibility and nature of scientific progress from relativistic perspectives. (Krausz, Grobstein, Division III)

314. Existentialism
The course examines the philosophical roots and development of existentialism through selected readings (including novels and plays where relevant) in the works of Kierkegaard, Nietzsche, Heidegger, Sartre, Simone de Beauvoir, Camus, Marcel and Jaspers. The focus will be on the main features of the existentialist outlook, including treatments of freedom and choice, the person, subjectivity and intersubjectivity, being, time and authenticity. (staff, Division III)

316. Philosophy of Mathematics
Epistemological problems, particularly in reference to mathematical realism, are examined and various solutions are discussed, with emphasis on "structuralist" solutions arising out of modern abstract algebra. Prerequisite: Philosophy 103 or 214. (Weaver) *Not offered in 2002-03.*

319. Philosophy of Mind
Contemporary philosophy of mind is a subfield of metaphysics that attempts to

explain how the existence of mental properties and events (such as pain and belief) can be consistent with the modern scientific view that everything that exists is physical. The first part of the course will explore major theories about mental properties, including functionalism, epiphenomenalism, supervenience and eliminative materialism. We will discuss the debate over whether the mind is more like a traditional computer or a connectionist "neural net." Towards the end of the semester we will examine theories of mental content — how mental states come to be about one thing rather than something else. (Richman, Division III)

321. Greek Political Philosophy: Plato (Salkever, Division III; cross-listed as Political Science 320)

322. Equality Theory
An examination of various conceptions of equality within the liberal tradition, beginning with selections from John Rawls' *A Theory of Justice*, and an exploration of some of the key issues concerning views of the self, social relations and justice. The course also looks at critiques of Rawls and liberal theory in general by the communitarians Sandel, Taylor, MacIntyre and Walzer, as well as recent revisions to liberalism by Kymlicka, Rawls and Gutmann. Finally, the course explores some challenges to liberal equality theory in recent feminist discussions of the nature of the self, autonomy, social relations and justice. (Koggel, Division III) *Not offered in 2002-03.*

325. Philosophy of Music: The Nature and Experience of Classical Music
This course will consider philosophical issues pertaining to the ontology of works of music, meaning and understanding of music, emotions and expressiveness of music, music and intentionality, scores in relation to performances, the idea of rightness of interpretation, music and morality, and music in relation to other arts and practices. Examples of works will be provided in class. Prerequisite: a 200-level philosophy course or a course in music, music theory or criticism, or permission of instructor.
(Krausz, Division III)
Not offered in 2002-03.

327. Political Philosophy in the 20th Century (Salkever, Division III; cross-listed as Political Science 327)

329. Wittgenstein
Wittgenstein is notable for developing two complete philosophical systems. In the first, he attempted to show that there is a single common structure underlying all language, thought and being, and that the job of philosophy was to make it clear. In the second, he denied that the idea of such a structure was even coherent, and claimed that the job of philosophy was to free philosophers from bewitchments due to misunderstandings of ordinary concepts in language. We will begin by examining the first system as outlined in the *Tractatus-Logico-Philosophicus*. We then turn to his rejection of his earlier ideas in *Philosophical Investigations*. The course will end with an examination of parts of *On Certainty*.
(Koggel, Division III)
Not offered in 2002-03.

330. Kant
An examination of central themes of Kant's critical philosophy. (staff, Division III) *Not offered in 2002-03.*

338. Phenomenology: Husserl and Heidegger
A study of the two principal founders of the phenomenological movement of the 20th century. (staff, Division III)
Not offered in 2002-03.

344. Development Ethics
This course explores the questions and moral issues raised by development in the context of globalization. Questions to be considered include: In what direction and by what means should a society develop? What are the obligations, if any, of rich countries to poor countries? What role, if any, should rich countries, international institutions and nongovernmental organizations have in the development or self-development of poor countries? To what extent, if any, do moral relativism, national sovereignty and universalism pose a challenge to crosscultural ethical inquiry about theories of human flourishing, human rights and justice? (Koggel, Division III; cross-listed as Political Science 344)

347. Philosophy of Perception
A discussion of several issues in the philosophy of perception. What exactly do we perceive? What is the role of concepts in our experience? What is the relation between perceptual experience and empirical judgment? Does our capacity to think depend on our ability to perceive? (staff, Division III)

350. Being and Good in Plato and Aristotle
An exploration of interpretations of being and the role of good in the thought of Plato and Aristotle. (staff, Division III)
Not offered in 2002-03.

352. Feminism and Philosophy: Transnationalism
An investigation of the lessons feminism and philosophy offer one another. The course examines feminist critiques of traditional philosophical conceptions of morality, the self, reason and objectivity; and it studies philosophical contributions to issues of concern for feminists, such as the nature of equality, justice and oppression. Prerequisites: a background in philosophy or political theory and permission of instructor. (Koggel, Division III; cross-listed as Political Science 352)

355. Descartes
This advanced seminar examines the major works of the 17th-century philosopher René Descartes. Through his *Meditations*, with responses and replies, *Principles of Philosophy*, *Discourse on Method* and other works, we will gain an appreciation of Descartes' philosophical sophistication and the richness of his positions. Emphasis will be placed on the context of Descartes' work in the history of philosophy. (Richman, Division III)

359. Sacrifice, Identity and Law
This course explores the role of various "sacrificial" practices — involving forms of relinquishment, renunciation, destruction and/or tribute — in the construction of individual and collective identity. The course focuses on both individual and collective (social and political) identity, including the role that various modes of "sacrifice" within law play in constructing identity. (Elkins, Division III; cross-listed as Comparative Literature 359 and Political Science 359)

372. Introduction to Artificial Intelligence (Kumar, Division II or Quantitative Skills; cross-listed as Computer Science 372)

386. Modern Indian Thought
A course of reading providing a background for the understanding of contemporary India. The following thinkers will be discussed: Raja Rammohum Ray, Dayananda Sanaswati, Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Mahatma Gandhi and S. Radhakrishnan. Selected papers by contemporary philosophers focus on recent issues including women's interests and secularism. (staff, Division III)
Not offered in 2002-03.

390. The American Regime: Philosophical Foundations of American Politics (Mink, Division III; cross-listed as Political Science 390)

399. Senior Conference
Senior majors are required to write an undergraduate thesis on an approved topic. The senior conference is the course in which research and writing are directed. Seniors will meet collectively and individually with the supervising instructor. (Krausz)

The Department of Philosophy sponsors the following General Studies courses. These courses should be of interest to philosophy students as well as students in mathematics and computer science.

213. Introduction to Mathematical Logic
Equational logics and the equational theories of algebra are used as an introduction to mathematical logic. While the basics of the grammar and deductive systems of these logics are covered, the primary focus is their semantics or model theory. Particular attention is given to those ideas and results that anticipate developments in classical first-order model theory. Prerequisites: Philosophy 103 and Mathematics 231. (Weaver, Division II or Quantitative Skills)

215. Introduction to Set Theory: Cardinals and Ordinals
Study of the theory of cardinal and ordinal numbers in the context of Gödel-Bernays-von Neumann set theory. Topics include equivalents of the axiom of choice and basic results in infinite combinatorics. Prerequisites: Philosophy 103 and Mathematics 231. (Weaver, Division II or Quantitative Skills)
Not offered in 2002-03.

303. Advanced Mathematical Logic
This course develops various advanced topics in the branch of mathematical logic called model theory. Topics include homogeneous models, universal models, saturated and special models, back-and-forth constructions, ultraproducts, the compactness and Lowenheim-Skolem theorems, submodel complete theories, model complete theories, and omega-categorical theories. Prerequisite: General Studies 213 or Haverford Mathematics 237. (Weaver) *Not offered in 2002-03.*

Haverford College currently offers the following courses in philosophy at the 200 and 300 levels:

210a. Plato
225a. The Concept of Freedom and the Dialectic of Master and Slave
227a. The Linguistic Turn in Modern European Philosophy
242b. Buddhist Philosophy
253a. Analytic Philosophy of Language
255b. Truth and Knowledge
295b. Interpretation and the Other

310a. Topics in Ancient Philosophy: Aristotle's Nicomachean Ethics
323b. Topics in 19th-Century Philosophy: Pragmatism from Pierce to Dewey
336b. Topics in Post-Kantian Philosophy: Hegel and the Problem of Modernity

Physics

Professors:
Alfonso M. Albano, *Major Adviser for the class of '04*
Peter A. Beckmann

Associate Professor:
Elizabeth F. McCormack, *Chair and Major Adviser for the class of '05*

Assistant Professor:
Michael W. Noel

Lecturer and Laboratory Coordinator:
Juan R. Burciaga, *Major Adviser for the class of '03*

Instructor:
Matthew J. Rice

The courses in physics emphasize the concepts and techniques that have led to our present state of understanding of the physical universe. They are designed to relate the individual parts of physics to the whole rather than to treat them as separate disciplines. In the advanced courses, the student applies these concepts and techniques to increasingly independent studies of physical phenomena. Opportunities exist for interdisciplinary work, for participation by qualified majors in research with members of the faculty, and for training in electronics, instrumentation and experimentation, including computer interfacing and programming.

Required Introductory Courses for the Major and Minor
The introductory courses required for the physics major and minor are Physics 103, 104 or 101, 102 and Mathematics 101, 102. Advanced placement and credit is given for a score of 4 or 5 on the AP tests. Alternatively, students may take the

departmental advanced placement examinations just prior to or during the first week of classes. Entering students are strongly urged to take departmental placement examinations in physics and mathematics if they had reasonably strong courses in high school. It is best for a student considering a physics major to complete the introductory requirements in the first year. However, it is still possible for a student who completes the introductory sequence by the end of the sophomore year to major in physics.

Major Requirements

Beyond the four introductory physics and mathematics courses, nine additional courses are required for the major. (Haverford courses may be substituted for Bryn Mawr courses where appropriate.) Five of the nine courses are Physics 214, 215, 306 and Mathematics 201, 203. The remaining four courses must be chosen from among the 300-level physics courses, any one course from among Astronomy 305, 320 and 322, or any one course from among Mathematics 303, 312 and 322.

The department has been very successful in preparing students for graduate school in physics, physical chemistry, materials science, engineering and related fields. To be well prepared for graduate school, students should take Physics 302, 303, 308, 309 and 331. These students should also take any additional physics, mathematics and chemistry courses that reflect their interests, and should engage in research with a member of the faculty by taking Physics 403. Note that Physics 403 does not count toward one of the 13 courses required for the major.

Typical plans for a four-year major in physics are listed below.

Four-Year Plan meeting the minimum requirements for the major:

1st Year	Physics 103, 104 Mathematics 101, 102
2nd Year	Physics 214, 215 Mathematics 201, 203
3rd Year	Physics 306 and one (or two) other 300-level physics course(s)
4th Year	Three (or two) other 300-level physics courses

Four-Year Plan providing adequate preparation for graduate school:

1st Year	Physics 103, 104 Mathematics 101, 102
2nd Year	Physics 214, 215 Mathematics 201, 203
3rd Year	Physics 306 and either 303, 309 or 308, 302
4th Year	Physics 331 and either 308, 302 or 303, 309 Physics 403

The physics program at Bryn Mawr allows for a student to major in physics even if the introductory courses are not completed until the end of the sophomore year, as long as calculus is taken in the freshman year. It is also possible, although difficult, for the student majoring in three years to be adequately prepared for graduate school. To do this, the outline below should be supplemented with (at least) Physics 403 in the 4th year.

Three-Year Plan meeting the minimum requirements for the major:

(1st Year	Mathematics 101, 102)
2nd Year	Physics 103, 104 Mathematics 201, 203
3rd Year	Physics 214, 215, 306 and 302 or 331
4th Year	Three 300-level physics courses

Honors
The A.B. degree may be awarded with honors in physics. The award is based on the quality of original research done by the student and a minimum grade point average. The research must be described in a senior thesis presented to the department. A grade point average of 3.4 or higher in 200- and 300-level physics courses (excluding Physics 380 and 390) and an overall grade point average of at least 3.0, both calculated at the end of the senior year, must be achieved.

Minor Requirements
The requirements for the minor, beyond the introductory sequence, are Physics 214, 215, 306; Mathematics 201; and two additional 300-level physics courses.

101. Introductory Physics I
This is an introductory course on the study of the physical universe. The emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics typically include classical kinematics and dynamics, special relativity and thermodynamics. Calculus is introduced and used throughout the course. An effective and usable understanding of algebra and trigonometry is assumed. Lecture three hours, laboratory three hours a week. (staff, Division IIL or Quantitative Skills)

102. Introductory Physics II
This course is a continuation of Physics 101. The emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics typically include electromagnetism, electrical circuits, optics, quantum mechanics and other topics selected from the physics of the 20th century. Calculus is introduced and used throughout the course. Lecture three hours, laboratory three hours a week. Prerequisite: Physics 101. (staff, Division IIL or Quantitative Skills)

103. Foundations of Physics I
This is an introductory course that seeks to develop physical insight and problem-solving skills as well as an appreciation for the broader conceptual structure of physics. Calculus is used throughout the course. Topics include motion, gravitation, special relativity and thermodynamics. Lecture three hours, laboratory three hours a week. Corequisite: Mathematics 101. (staff, Division IIL or Quantitative Skills)

104. Foundations of Physics II
This course is a continuation of Physics 103. It seeks to develop physical insight and problem-solving skills as well as an appreciation for the broader conceptual structure of physics. Calculus is used throughout the course. Topics include electromagnetism, waves, optics, quantum mechanics and other topics selected from the physics of the 20th century. Lecture three hours, laboratory three hours a week. Prerequisite: Physics 103. Corequisite: Mathematics 102. (staff, Division IIL or Quantitative Skills)

107. Conceptual Physics
This course is an introduction to our modern understanding of the physical universe. Special emphasis is placed on how the laws of physics are inferred and tested, how paradigms are developed and how working principles are extrapolated to new areas of investigation. The systematic and serendipitous nature of dis-

coveries is explored. Examples and illustrations are typically drawn from particle physics, cosmology, nuclear physics, relativity and mechanics. This is a terminal course open to all students who have not taken college-level physics. Lecture three hours, laboratory three hours a week. (staff, Division IIL or Quantitative Skills)

214. Modern Physics and Quantum Mechanics
Survey of particles and fields, experimental origins of quantum theory; Schrödinger's equation, one-dimensional quantum and mechanical problems; classical and quantum mechanical treatments of the harmonic oscillator and motion in an inverse square field; the hydrogen atom. Lecture three hours, laboratory in modern physics and physical optics three hours a week. Prerequisite: Physics 102 or 104, or permission of instructor. Corequisite: Mathematics 201 or Haverford equivalents. (staff, Division IIL or Quantitative Skills)

215. Special Relativity, Electromagnetism and Particle Physics
Topics covered in lecture include electro- and magnetostatics, electrodynamics, Maxwell's equations, light and physical optics. Maxwell's theory is used to motivate the study of the special theory of relativity; its impact on Newtonian mechanics is considered. The covariant formalism is introduced. Other fundamental forces of nature and their possible unification are studied. The laboratory covers topics in direct and alternating current, and digital circuitry. Lecture three hours, laboratory three hours a week. Prerequisite: Physics 102 or 104 and Mathematics 201, or Haverford equivalents. (staff, Division IIL or Quantitative Skills)

302. Quantum Mechanics and Applications
This course presents nonrelativistic quantum mechanics, including Schrödinger's equation, the eigenvalue problem, the measurement process, the hydrogen atom, the harmonic oscillator, angular momentum, spin, the periodic table, time-dependent perturbation theory, and the relationship between quantum and Newtonian mechanics. Lecture and discussion four hours a week. Prerequisites: Physics 214 and 306.
Alternates between Bryn Mawr and Haverford; 2002-03 at Haverford.

303. Statistical and Thermal Physics
This course presents the statistical description of the macroscopic states of classical and quantum systems, including conditions for equilibrium; microcanonical, canonical and grand canonical ensembles; and Bose-Einstein, Fermi-Dirac and Maxwell-Boltzmann statistics. Examples and applications are drawn from thermodynamics, solid state physics, low temperature physics, atomic and molecular physics, and electromagnetic waves. Lecture and discussion four hours a week. Prerequisite: Physics 214. Corequisite: Physics 306.
Alternates between Bryn Mawr and Haverford; 2002-03 at Bryn Mawr.

305. Advanced Electronics
This laboratory course is a survey of electronic principles and circuits useful to experimental physicists and engineers. Topics include the design and analysis of circuits using transistors, operational amplifiers, feedback and analog-to-digital conversion. Also covered is the use of electronics for automated control and measurement in experiments, and the interfacing of computers and other data

acquisition instruments to experiments. Laboratory eight hours a week. Prerequisite: Physics 215 or Haverford Physics 213.

306. Mathematical Methods in the Physical Sciences
This course presents topics in applied mathematics useful to theoretical and experimental physicists, engineers and physical chemists. Topics typically covered include coordinate transformations and tensors, Fourier series, integral transforms, ordinary and partial differential equations, special functions, boundary-value problems, and functions of complex variables. Lecture and discussion four hours a week. Prerequisites: Mathematics 201 and 203.

308. Advanced Classical Mechanics
This course presents kinematics and dynamics of particles and macroscopic systems using Newtonian, Lagrangian and Hamiltonian techniques. Topics include oscillations, normal mode analysis, inverse square laws, non-linear dynamics, rotating rigid bodies and motion in non-inertial reference frames. Lecture and discussion four hours a week. Corequisite: Physics 306.
Alternates between Bryn Mawr and Haverford; 2002-03 at Haverford.

309. Advanced Electromagnetic Theory
This course presents the mathematical structure of classical field theories. Topics include electrostatics and magnetostatics, dielectrics, magnetic materials, electrodynamics, Maxwell's equations, electromagnetic waves and relativity. Examples and applications may also be drawn from superconductivity, plasma physics and radiation theory. Lecture and discussion four hours a week. Prerequisites: Physics 215 and 306.
Alternates between Bryn Mawr and Haverford; 2002-03 at Bryn Mawr.

322. Solid State Physics
This course presents the physics of solids. Topics include crystal structure and diffraction; the reciprocal lattice and Brillouin zones; crystal binding; lattice vibrations and normal modes; phonon dispersion; Einstein and Debye models for the specific heat; the free electron model; the Fermi surface; electrons in periodic structures; the Bloch theorem; band structure; semiclassical electron dynamics; semiconductors; magnetic and optical properties of solids; superconductivity; and defects in solids. Lecture and discussion four hours a week. Prerequisites: Physics 303 and 306.
Alternates between Bryn Mawr and Haverford; 2002-03 at Bryn Mawr.

325. Unified Grand Tour of Theoretical Physics
This course presents an introduction to the successful mathematical models of physical systems developed over the last 100 years. Topics will be taken from the geometry of spacetime, special relativity, general relativity and gravitation, quantum theory, second quantization and quantum field theory, relativistic quantum mechanics, gauge fields, the standard model of the particles and forces, grand unified theories, gravity and supersymmetry, and string theory. Lecture and discussion four hours a week. Prerequisites: Physics 306 and 308. Corequisite: Physics 302. *Not offered in 2002-03.*

331. Advanced Modern Physics Laboratory
This laboratory course consists of set-piece experiments as well as directed experimental projects to study a variety of phenomena in atomic, molecular, optical, nuclear and solid state physics. The experiments and projects serve as an introduction to contemporary instrumentation and the experimental techniques used in physics research laboratories in industry and in universities. Laboratory eight hours a week. Prerequisites: Physics 214 and 306. Corequisite: Physics 215.

380. Supervised Work in Teaching Physics
Students will have the opportunity of working with an experienced faculty member as they serve as assistant teachers in a college course in physics. Students will participate in a directed study of the literature on teaching and learning pedagogy; participate in constructing and designing the course; and engage in teaching components of the course. Supervised work 12 hours a week. Prerequisites: Physics 103/104 or equivalent, and permission of instructor.

390. Supervised Work in a Special Topic
At the discretion of the department, juniors and seniors may supplement their work in physics with the study of topics not covered in the regular course offerings. Supervised work 12 hours a week.

403. Supervised Units of Research
At the discretion of the department, juniors and seniors may supplement their work in physics with research in one of the faculty research groups. At the discretion of the research supervisor, a written paper and an oral presentation may be required at the end of the semester or year. The available areas of supervised research projects include molecular spectroscopy and dynamics, nonlinear dynamics, condensed matter physics, and physical chemistry. Students are encouraged to contact individual faculty members and the departmental Web pages for further information.

Courses at Haverford College
Many upper-level physics courses are taught at Haverford and Bryn Mawr in alternate years. These courses (numbered 302, 303, 308, 309 and 322) may be taken interchangeably to satisfy major requirements.

Political Science

The Caroline McCormick Slade Department of Political Science

Professors:
Marc Howard Ross (on leave, 2002-03)
Stephen G. Salkever

Associate Professors:
Michael H. Allen
Marissa Martino Golden
(on leave, 2002-03)
Carol J. Hager, *Chair*

Assistant Professor:
Jeremy Elkins

Lecturer:
Deborah Harrold

Instructor:
Joseph Mink

The major in political science aims at developing the reading, writing and thinking skills needed for a critical understanding of the political world. Coursework includes a variety of approaches to the study of politics: historical/interpretive, quantitative/deductive and philosophical. Using these approaches, students examine political life in a variety of contexts from the small-scale neighborhood to the international system, asking questions about the different ways in which humans have addressed the organization of society, the management of conflicts or the organization of power and authority.

Major Requirements

The major consists of a minimum of 10 courses, including 398 and 399. Two of these must be chosen from among any of the following entry-level courses: 101, 121, 131, 141, 205, 220, 228 and 231. The major must include work done in two distinct fields. A minimum of three courses must be taken in each field and at least one course in each field must be at the 300 level. Majors take the senior seminar (398) in the first semester of the senior year and write a senior essay (399) in the second.

Fields are not fixed in advance, but are set by consultation between the student and departmental advisers. The most common fields have been American politics, comparative politics, international politics and political philosophy, but fields have also been established in American history, East Asian studies, environmental studies, Hispanic studies, international economics, political psychology, Russian studies, and women and politics, among others.

Up to three courses from departments other than political science may be accepted for major credit, if in the judgment of the department these courses are an integral part of the student's major plan. This may occur in two ways: an entire field may be drawn from courses in a related department (such as economics or history) or courses taken in related departments will count toward the major if they are closely linked with work the student has done in political science. Ordinarily, courses at the 100 level or other introductory courses taken in related departments may not be used for major credit in political science.

Honors

Students who have done distinguished work in their courses in the major and who write outstanding senior essays will be considered by the department for departmental honors.

Minor Requirements
A minor in political science consists of six courses distributed across at least two fields. At least two of the courses must be at the 300 level.

Cross-Registration
All Haverford political science courses count toward the Bryn Mawr major; courses in related departments at Haverford that are accepted for political science major credit will be considered in the same way as similar courses taken at Bryn Mawr. All Bryn Mawr majors in political science must take at least three courses in political science at Bryn Mawr, not counting Political Science 398 and 399.

101. Introduction to Political Science
An introduction to various theoretical and empirical approaches to the study of politics with emphasis on three concepts central to political life in all societies: authority, community and conflict. The course examines these concepts in relation to local communities, nations and the international system. (Ross, Division I)
Not offered in 2002-03.

121. American Politics
An introduction to the major features and characteristics of the American political system. Features examined include voting and elections; the institutions of government (Congress, the Presidency, the courts and the bureaucracy); the policy-making process; and the role of groups (interest groups, women, and ethnic and racial minorities) in the political process. Enrollment is limited to 35 students. (Mink, Division I)

131. Comparative Politics
An introduction to the comparative study of political systems. A sampling of major questions addressed by comparative approaches such as why authority structures differ across countries; how major issues such as inequality, environmental degradation and ethno-nationalism arise in different polities; and why governmental responses to those issues differ so widely. Comparisons are made across time and space. Emphasis is placed on institutional, cultural and historical explanations. Enrollment is limited to 35 students. (Hager, Division I)

141. International Politics
An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, war, cold war, bargaining and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history. Enrollment is limited to 35 students. (Allen, Division I)

205. European Politics: Between Unification and Dissolution
An analysis of the accelerating process of European unification and the increasing political divisiveness within individual European countries. A focus on the evolution of the state-society relationship in selected countries and the emergence of new sources of conflict in recent years. These are placed in the context of a changing international scene: the transformation of Eastern Europe, European social and economic unity, and the introduction of the Euro. (Hager, Division I)
Not offered in 2002-03.

206. Conflict and Conflict Management: A Cross-Cultural Approach
A study of how and why societies throughout the world differ in their levels and forms of conflict and methods of settling disputes. Explanations for conflict in and among traditional societies are considered as ways of understanding political conflict and dispute settlement in the United States and other contemporary settings. Prerequisite: one course in political science, anthropology or sociology. (Ross, Division I; cross-listed as Anthropology 206)
Not offered in 2002-03.

220. Constitutional Law
A consideration of some of the leading cases and controversies in American constitutional law and of the relationship between constitutional law and other aspects of American politics. Enrollment is limited to 35 students. (Elkins, Division I)

222. Introduction to Environmental Issues: Movements, Controversies and Policymaking in Comparative Perspective
An exploration of the ways in which different cultural, economic and political settings have shaped issue emergence and policy making. Consideration is given to the prospects for international cooperation in solving environmental problems. (Hager, Division I; cross-listed as Growth and Structure of Cities 222)
Not offered in 2002-03.

228. Western Political Philosophy: Ancient and Modern
An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods. Readings from Plato, Aristotle, Machiavelli, Hobbes and Rousseau. (Salkever, Division III; cross-listed as Philosophy 228)

231. Western Political Philosophy (Modern)
A continuation of Political Science 228, although 228 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Locke, Hegel, J.S. Mill, Marx and Nietzsche. (Mink, Division III; cross-listed as Philosophy 231)

233. History, Politics and the Search for Security: Israel and the Palestinians (Harrold, Division I; cross-listed as Hebrew and Judaic Studies 233 and History 290)

241. The Politics of International Law and Institutions
An introduction to international law, which assumes a working knowledge of modern world history and politics since World War II. The origins of modern international legal norms in philosophy and political necessity are explored, showing the schools of thought to which the understandings of these origins give rise. Significant cases are used to illustrate various principles and problems. Prerequisite: Political Science 141.
(Allen, Division I)

243. African and Caribbean Perspectives in World Politics
This course makes African and Caribbean voices audible as they create or adopt visions of the world that explain their positions and challenges in world politics. Students learn analytical tools useful in understanding other parts of the world. Prerequisite: Political Science 141. (Allen, Division I)

251. Politics and the Mass Media
A consideration of the mass media as a pervasive fact of U.S. political life and how they influence American politics. Topics include how the media have altered American political institutions and campaigns, how selective attention to particular issues and exclusion of others shape public concerns, and the conditions under which the media directly influence the content of political beliefs and the behavior of citizens. Prerequisite: one course in political science, preferably Political Science 121. (staff, Division I)

254. Bureaucracy and Democracy
The federal bureaucracy may well be the most maligned branch of government. This course moves beyond the stereotypes to examine the role of this "fourth branch" in the American political system. The course pays special attention to the bureaucracy's role as an unelected branch in a democratic political system, its role in the policy process and its relationships with the other branches of government. (Golden, Division I)
Not offered in 2002-03.

263. The Politics of the Modern Middle East and North Africa
(Harrold, Division I)

283. Introduction to the Politics of the Modern Middle East and North America (Harrold, Division I; cross-listed as Hebrew and Judaic Studies 283 and History 283)

300. Nietzsche, Kant, Aristotle: Modes of Practical Philosophy
A study of three important ways of thinking about theory and practice in Western political philosophy. Prerequisites: Political Science 228 and 231, or Philosophy 101 and 201. (Salkever, Division III; cross-listed as Philosophy 300)
Not offered in 2002-03.

308. Political Transformation in Eastern and Western Europe: Germany and Its Neighbors
This course examines the many recent changes in Europe through the lens of German politics. From the two world wars to the Cold War to the East European revolutions of 1989 and the European Union, Germany has played a pivotal role in world politics. We will identify cultural, political and economic factors that have shaped this role and analyze Germany's actions in the broader context of international politics. (Hager, Division I)
Not offered in 2002-03.

310. Topics in Comparative Politics: Comparative Public Policy
A comparison of the policy-making process and policy outcomes in a variety of countries. Focusing on particular issues such as environmental, social welfare and industrial policy, we will identify institutional, historical and cultural sources of the differences. We will also examine the growing importance of international-level policy-making and the interplay between international and domestic pressures on policy makers. (Hager, Division I)
Not offered in 2002-03.

316. The Politics of Ethnic, Racial and National Groups
An analysis of ethnic, racial and national group cooperation and conflict in a variety of cultural contexts. Particular attention is paid to processes of group identification and definition; the politicization

of race, ethnic and national identity; and various patterns of accommodation and conflict among groups. Prerequisite: two courses in political science, anthropology or sociology, or permission of instructor. (Ross, Division I)
Not offered in 2002-03.

320. Greek Political Philosophy
A consideration of major works by Thucydides, Plato and Aristotle, along with readings from the current debate over the relevance of Greek philosophy to philosophy and politics today. Topic for 2002-03: Plato. (Salkever, Division III; cross-listed as Philosophy 321)

321. Technology and Politics
An analysis of the complex role of technology in Western political development in the industrial age. We focus on the implications of technological advance for human emancipation. Discussions of theoretical approaches to technology will be supplemented by case studies illustrating the politics of particular technological issues. Prerequisite: one course in political science or permission of instructor. (Hager, Division I)

325. New European Social Movements
Our goal is to understand current changes in the relationship between citizen and state in their historical and political context. We analyze fascism in Germany and communism in the U.S.S.R. along with the dissident groups that arose under each system. We then examine "new social movements" that have formed since the 1960s, including the West European peace movement and Polish Solidarity. These provide a context in which to discuss the transformation of Eastern Europe and the issues that mobilized people in the 1990s, including ethno-nationalism and feminism. We end with a discussion of the possibilities for democratic politics in the new Europe. Prerequisite: one course in European history, politics or culture, or permission of instructor. (Hager, Division I)
Not offered in 2002-03.

327. Political Philosophy in the 20th Century
A study of 20th-century extensions of three traditions in Western political philosophy: the adherents of the German and English ideas of freedom and the founders of classical naturalism. Authors read include Hannah Arendt, Jurgen Habermas and John Rawls. Topics include the relationship of individual rationality and political authority, the "crisis of modernity" and the debate concerning contemporary democratic citizenship. Prerequisites: Political Science 228 and 231, or Philosophy 101 and 201. Enrollment is limited to 18 students. (Salkever, Division III; cross-listed as Philosophy 327)

333. The Transformation of American Politics, 1958-1998
The American political system has changed dramatically over the past 50 years. This seminar examines the ways in which American political institutions and processes have been transformed — by design and by accident — and the causes and consequences of those changes. Special attention will be paid to the effect that these changes have had on the democratic character of the American political system and on its ability to govern. Enrollment is limited to 18 students. (Golden) *Not offered in 2002-03.*

339. The Policy-Making Process
This course examines the processes by which we make and implement public policy in the United States, and the institutions and actors involved in those processes. The aim of the course is to increase our understanding of how these institutions and actors interact at different stages in the policy process and the nature of the policies that result. Examples will be drawn from a range of policy domains including environmental policy and civil rights. Enrollment is limited to 18 students. (Golden)
Not offered in 2002-03.

344. Development Ethics (Koggel, Division III; cross-listed as Philosophy 344)

347. Advanced Issues in Peace and Conflict Studies
An in-depth examination of crucial issues and particular cases of interest to advanced students in peace-and-conflict studies through common readings and student projects. Various important theories of conflict and conflict management are compared and students undertake semester-long field research. The second half of the semester focuses on student research topics with continued exploration of conflict-resolution theories and research methods. Prerequisite: Political Science 206, General Studies 111 (at Haverford) or Political Science 247b (at Haverford). (Hébert, Division I)

348. Culture and Ethnic Conflict
An examination of the role of culture in the origin, escalation and possible peaceful settlement of 15 ethnic conflicts. How culture offers constraints and opportunities to governments and leaders engaged in ethnic conflict and cooperation is explored. Students engage in research projects that address the question of culture and conflict generally; examine one ethnic conflict and its possible resolution in depth; and collaborate with other students in comparison of this case with two others. Prerequisites: two courses in the social sciences. (Ross)
Not offered in 2002-03.

352. Feminism and Philosophy: Transnationalism (Koggel, Division III; cross-listed as Philosophy 352)

354. Comparative Social Movements: Power, Protest and Mobilization
A consideration of the conceptualizations of power and "legitimate" and "illegitimate" participation, the political opportunity structure facing potential protesters, the mobilizing resources available to them and the cultural framing within which these processes occur. Specific attention is paid to recent movements that have occurred both within and across countries, especially the feminist, environmental and peace movements.
(Hager, Karen, Division I; cross-listed as Sociology 354)

358. Political Psychology of Group Identification (McCauley; cross-listed as Psychology 358)

359. Sacrifice, Identity and Law
This course explores the role of various "sacrificial" practices — involving forms of relinquishment, renunciation, destruction and/or tribute — in the construction of individual and collective identity. The course focuses on both individual and collective (social and political) identity, including the role that various modes of "sacrifice" within law play in constructing identity. (Elkins, Division III; cross-listed as Comparative Literature 359 and Political Science 359)

362. Environmental Policy in Comparative Perspective
An examination of the many facets of international environmental policy making, including governmental, technological, economic, international-legal and geophysical, as well as the diverse participants in environmental debates worldwide. Emphasis is placed on the links between environmental issues and other important issues of trade, economic inequality and the world distribution of labor. Selected policy areas are analyzed as case studies. Prerequisite: Political Science 222 or 241 (Allen, Hager, Division I) *Not offered in 2002-03.*

363. America and Its Mass Media from World War II to Watergate (Lenthall, Division III)

374. Gender and Power in Comparative Context (Harrold)

390. The American Regime: Philosophical Foundations of American Politics
A consideration of the debates over the meaning of American politics, focusing on three major controversies: religion and politics, race and politics, and the relationship between polity and economy. Readings for the course are drawn from major texts in American political thought, from leading cases in American constitutional law and from modern commentary, both philosophical and policy-oriented. (Mink, Division III; cross-listed as Philosophy 390)

391. International Political Economy
This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as finance, trade, migration and foreign investment are examined in the light of selected approaches. (Allen, Division III)

398. Senior Seminar
Required of senior majors. This course is divided into two parts. During the first eight weeks of the term, department faculty meet weekly with senior majors to discuss core questions of method and epistemology in political science and to consider a few selected examples of outstanding work in the discipline. The rest of the term is devoted to individual reading and tutorial instruction in preparation for writing the senior essay. (Allen, Elkins, Hager, Salkever)

399. Senior Essay
(Allen, Elkins, Hager, Salkever)

401a, b. Central Texts of the Western Political Tradition
Prerequisite: permission of instructor (Salkever)

403. Supervised Work (staff)

415. Discussion Leader (staff)

Haverford College currently offers the following courses in political science:

121a. American Politics and Its Dynamics
131a. Comparative Government and Politics
141a. International Politics
211a. The Soviet System and Its Demise

224a. The American Presidency
228. Political Philosophy: Ancient and Early Modern
230a. Topics in Comparative Politics
241. Politics of International Law and Institutions
243. African and Caribbean Perspectives on World Politics
245a. International Political System
320. Greek Political Philosophy
321. Technology and Politics
338a. Topics in Latin American Politics
358. Political Psychology of Group Identity
391. Research Seminars

Psychology

Professors:
Clark R. McCauley
Leslie Rescorla, *Chair and Director of the Child Study Institute*
(on leave, semester II 2003)
Earl Thomas (on leave, semester II 2003)
Robert H. Wozniak

Associate Professor:
Kimberly Wright Cassidy

Assistant Professors:
Marc Schulz
Anjali Thapar

Professor of Biology and Psychology:
Margaret A. Hollyday

Lecturers:
Erika Rossman Behrend

Laboratory Lecturer:
Paul Neuman

The department offers the student a major program that allows a choice of courses from among a wide variety of fields in psychology: clinical, cognitive, developmental, physiological and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced coursework, seminars, and especially through supervised research. Students have found that the major program provides a strong foundation for graduate work in clinical, cognitive, developmental, experimental, physiological and social psychology.

Major Requirements
Major requirements in psychology are either Psychology 101 or 102 (or a one-semester introductory psychology course taken elsewhere); Psychology 205; and nine additional courses at the 200 and

300 levels, as described below. Students may choose to take either Psychology 101 or 102, or they can elect to take both, as the content areas differ. If a student takes both 101 and 102, the major requires eight additional courses at the 200 and 300 levels, not including Psychology 205.

Courses at the 200 level survey major content areas of psychological research and have an introductory psychology course as a prerequisite. Courses at the 300 level have a 200-level survey course as a prerequisite and offer either specialization within a content area or integration across areas.

If a student takes only one of the 100-level courses (101 or 102), the major requires at least nine courses above the 100 level, not including Psychology 205: five 200-level and four 300-level courses, or six 200-level and three 300-level courses. With permission of the major adviser, one of the nine courses above the 100 level may be a psychology-related Praxis course or a course in a related discipline (e.g., cultural anthropology). With permission of the department, two semesters of supervised research may be substituted for one 300-level course.

If a student takes both 101 and 102, she must take either four 200-level and four 300-level courses or five 200-level and three 300-level courses.

With the exception of Psychology 205, all 200-level courses require Psychology 101 or 102 or the permission of the instructor. Most 300-level courses have 200-level prerequisites (listed below, after the description of each 300-level course).

The psychology major requires two courses with a laboratory, one at the 100 level (101 or 102) and one at the 200 or 300 level. If a major elects to take both 101 and 102, a laboratory course at the 200 or 300 level is still required. If a student takes introductory psychology elsewhere and the course has no laboratory, then two laboratory courses can be taken at the 200 or 300 level to fulfill major requirements.

The selection of courses to meet the major requirements is made in consultation with the student's major adviser. It is expected that the student will sample broadly among the diverse fields represented in the curriculum. Courses outside the department may be taken for major credit if they satisfy the above descriptions of 200-level and 300-level courses. Students should contact the department's undergraduate coordinator about major credit for a course outside the department, preferably before taking the course.

Honors

Departmental honors (called Honors in Research in Psychology) are awarded on the merits of a report of research (the design and execution; and the scholarship exhibited in the writing of a paper based on the research). To be considered for Honors, students must have a grade point average in psychology of 3.4 or higher.

Minor Requirements

A student may minor in psychology by taking Psychology 101 or 102 and any other five courses that meet the requirements of the major.

Concentration in Neural and Behavioral Sciences

An interdepartmental concentration in Neural and Behavioral Sciences is available as an option to students majoring in either biology or psychology. Students

electing this option must fulfill requirements of both the major and the concentration, which is administered by an interdepartmental committee.

For a psychology major with a concentration in neural and behavioral sciences, students must complete six required courses: Psychology 101 or 102, 201, 205, 212, 218 and one of the following 300-level courses — Psychology 323, 350, 351 or 395.

Five additional Psychology courses at the 200, 300 and 400 levels are required to complete the psychology major with a concentration in neural and behavioral sciences. These should be chosen in consultation with the major adviser to ensure that the distribution of 200- and 300-level courses satisfies the psychology major requirements. Some of these courses (such as Supervised Research) may also fulfill core major requirements.

These departmental requirements are in addition to the requirements for the Neural and Behavioral Sciences concentration, which are described on page 237.

101, 102. Experimental Psychology
Both 101 and 102 present psychology as a natural science and provide a survey of methods, facts and principles relating to basic psychological processes. Topics covered in 101 include neural bases of behavior, learning and motivation, and psychosocial development and abnormal psychology. Topics covered in 102 include human cognition, cognitive development, individual differences and social psychology. Lecture three hours and laboratory four hours a week (for both 101 and 102). (staff, Division IIL)

201. Learning Theory and Behavior
This course covers the basic principles of behavior, most of which were discovered through animal research, and their application to the understanding of the human condition. Traditionally, learning has been described in terms of operant and Pavlovian processes, with modeling treated as a special kind of operant conditioning. The basic procedures and prinicples of operant and Pavlovian conditioning are examined, and their relation to complex human functioning, such as concept formation and awareness, is explored. An introduction to functional assessment and functional analysis — the benchmarks of applied behavior analysis — will follow. Lecture three hours, laboratory one to two hours a week. (Neuman, Division IIL)

203. Educational Psychology
Topics in the psychology of human cognitive, social and affective behavior are examined and related to educational practice. Issues covered include learning theories, memory, attention, thinking, motivation, social/emotional issues in adolescence, and assessment/learning disabilities. This course provides a Praxis Level I opportunity. Classroom observation is required. (Cassidy, Division I)

205. Experimental Methods and Statistics
An introduction to experimental design, general research methodology, and the analysis and interpretation of data. Emphasis will be placed on issues involved with conducting psychological research. Topics include descriptive and inferential statistics, experimental design and validity, analysis of variance, and correlation and regression. Each statistical method will also be executed using computers. Lecture three hours, laboratory 90 minutes a week. (Thapar, Division I or Quantitative)

206. Developmental Psychology
A topical survey of psychological development from infancy through adolescence, focusing on the interaction of personal and environmental factors in the ontogeny of perception, language, cognition and social interactions within the family and with peers. Topics include developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations, schools and the family as contexts of development; and identity and the adolescent transition. (Wozniak, Division I)

208. Social Psychology
A survey of theories and data in the study of human social behavior. Special attention to methodological issues of general importance in the conduct and evaluation of research with human subjects. Topics include group dynamics (conformity, leadership, encounter groups, crowd behavior, intergroup conflict); attitude change (consistency theories, attitudes and behavior, mass media persuasion); and person perception (stereotyping, attribution theory, implicit personality theory). Participation in a research project is required. (McCauley, Division I)

209. Abnormal Psychology
An examination of the main psychological disorders manifested by individuals across the lifespan. It begins with a historical overview followed by a review of the major models of psychopathology, including the medical, psychoanalytic, cognitive and behavioral. Disorders covered include anorexia/bulimia, schizophrenia, substance abuse, depression and anxiety disorders. Topics include symptomatology and classification, theories of etiology, research on prognosis, treatment approaches and studies of treatment effectiveness. Two lectures, one discussion section a week. (staff, Division I)

212. Human Cognition
A survey of the history, theories and data of cognitive psychology. Emphasis is placed on those models and methods that fall within the information-processing approach to human cognition. Topics include perception, object recognition, attention and automaticity, memory, mental representations and knowledge, language and problem solving. Data from laboratory experiments (including those conducted within the course) and the performance of patients with brain damage are reviewed. Participation in (self-administered) laboratory experiments is mandatory. A research project or paper is also required. (Thapar, Division IIL)

214. Behavior Modification
This course covers the basic principles of behavior and their relevance and application to clinical problems. The theoretical approaches of Pavlovian conditioning and operant conditioning (behavior analyses) will be covered to help understand the methods used in clinical practice. Topics may include eating disorders, anxiety disorders, addictive behavior, autistic behavior, attention deficit hyperactivity disorder, and oppositional/conduct disorder. Methods for recording, analyzing and modifying behavior will be covered. This course provides a Praxis Level 1 opportunity. It cannot be taken if you previously have taken Psychology 104. (Neuman, Division I)

218. Behavioral Neuroscience
An interdisciplinary course on the neurobiological bases of experience and

behavior, emphasizing the contribution of the various neurosciences to the understanding of basic problems of psychology. An introduction to the fundamentals of neuroanatomy, neurophysiology and neurochemistry with an emphasis upon synaptic transmission; followed by the application of these principles to an analysis of sensory processes and perception, emotion, motivation, learning and cognition. Lecture three hours a week. (staff, Division II)

305. Psychological Testing
Principles of measurement relevant to both experimental and individual differences psychology, with special emphasis on evaluating tests for either research or practical selection problems. Tests considered include intelligence tests (e.g., WAIS, WISC, Stanford-Binet, Raven's Matrices), aptitude tests (e.g., SAT, GRE), and personality tests (e.g., MMPI, NEO, Rorschach). Issues considered include creativity versus intelligence testing, nature versus nurture in IQ scores and effects of base rate in using tests for selection. Prerequisite: Psychology 205. (McCauley)

312. History of Modern American Psychology
An examination of major 20th-century trends in American psychology and their 18th- and 19th-century social and intellectual roots. Topics include physiological and philosophical origins of scientific psychology; growth of American developmental, comparative, social and clinical psychology; and the cognitive revolution. Open only to juniors and seniors majoring in psychology. (Wozniak)

323. Advanced Topics in Cognitive Neuroscience: Psychobiology of Sex Differences in Cognition
A survey and critical analysis of research and theory regarding biological, psychological, social and cultural determinants of sex differences in cognition. The first half of the semester will examine the role that developmental processes, cultural socialization and gender-role stereotypes play in the creation of sex differences in cognition. The second half will examine the role that sex chromosomes and hormones play in creating sex differences in the brain and behavior. Class time will involve discussion of theory and research as well as the design and execution of original research. (Thapar, Division IIL)

350. Developmental Cognitive Disorders
This course uses a developmental and neuropsychological framework to study several cognitive disorders (e.g., language delay, specific reading disability, nonverbal learning disabilities and autism) Cognitive disorders are viewed in the context of the normal development of language, memory, attention, reading and quantitative/spatial abilities. More general issues of curriculum/pedagogical adjustment, educational placement, law and policy for children with disabilities will also be covered. Students will participate in a course-related placement approximately four hours a week. This course provides a Praxis Level I opportunity. (Cassidy)

351. Developmental Psychopathology
An examination of research and theory addressing the origins, progression and consequences of maladaptive functioning in children, adolescents and families. The course will concentrate on several

major forms of psychopathology, such as depression and disruptive behavior syndromes, and family-based risk factors for psychopathology such as parenting quality and marital conflict. An important focus of the course is on the identification of risk and protective factors for psychopathology. The course will also examine prevention efforts designed to reduce risks and enhance protective factors. Prerequisite: Psychology 206 or 209 (Schulz)

352. Advanced Topics in Developmental Psychology
This course will provide in-depth study of a major area of developmental psychology (i.e., theory of mind, language acquisition, gender). Class time will involve discussion of theory and research in the topic of focus. In addition, students will gain laboratory research experience using developmental techniques by replicating pre-existing research experiments with children and adults, and by designing and implementing original studies. Prerequisite: Psychology 206 (Cassidy, Division IIL)

353. Advanced Topics in Clinical Developmental Psychology
This course examines research and theory at the intersection of clinical and developmental psychology. Topics will include emotion and family relationships, stress and psychological or physical well-being and family research methods. Class will involve discussion of relevant theory and research as well as the design and execution of research projects. Open only to juniors and seniors majoring in psychology. (Schulz, Division IIL)

358. Political Psychology of Group Identification
This seminar will explore the common interests of psychologists and political scientists in the phenomena of group identification. The focus will be identification with ethnic and national groups, with special attention to the ways in which research on small-group dynamics can help us understand identification and conflict for these larger groups. The seminar will review major theories of group identity and examine several historical or current cases of successful and unsuccessful development of national identity. Prerequisite: Psychology 208 or two semesters of political science.
(McCauley; cross-listed as Political Science 358)

395. Psychopharmacology
A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: Psychology 218. (staff)

396. Topics in Neural and Behavioral Science (staff, cross-listed as Biology 396)

397. Laboratory Methods in the Brain and Behavioral Sciences
An introduction to the elements of electronics necessary for understanding both neuronal functioning and the instruments that measure neuronal functioning. Subsequent lectures and laboratories cover principles of electrical stimulation of the brain, chemical stimulation,

lesioning, histology, and recording of single-cell activity and the activity of populations of cells. The emphasis is on correlating neural and behavioral events. Prerequisite: Psychology 218, which may be taken concurrently. (Thomas)
Not offered in 2002-03.

398. Cognitive Issues in Personality and Social Psychology
An examination of recent research in relation to issues of social perception (e.g., stereotypes and judgements of members of stereotyped groups), intergroup conflict (e.g., sources of group cohesion and "groupthink") and identification (e.g., emotional involvement with film characters, possessions and ethnic/national groups). Prerequisite: Psychology 208. (McCauley)
Not offered in 2002-03.

401. Supervised Research in Neural and Behavioral Sciences
Laboratory or library research under the supervision of a member of the Neural and Behavioral Sciences committee. Required for those with the concentration. Prerequisite: permission of instructor. (staff; cross-listed as Biology 401)

403. Supervised Research in Psychology
Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor. (staff)

Certain courses currently offered at Haverford College may be substituted for the equivalent Bryn Mawr courses for purposes of the Bryn Mawr psychology major. Students should consult with their major adviser at Bryn Mawr to determine which of the following Haverford courses can count toward the Bryn Mawr psychology major and at what level.

103d. Biological Foundations of Behavior (Psychology 101/102)
104e. Foundations of Cognition (Psychology 101/102)
105g. Foundations of Personality (Psychology 101/102)
106h. Foundations of Social Behavior (Psychology 101/102)
200a. Experimental Methods and Statistics (Psychology 205)
214b. Psychology of Adolescence, with 314l. Laboratory (300-level course and laboratory)
217b. Biological Psychology (Psychology 218)
221a. The Primate Origins of Society (200 level)
222b. Evolutionary Human Psychology (200 level)
224a. Social Psychology, with 324f. Laboratory (200-level course and laboratory)
238a. Psychology of Language (200 level)
325b. The Psychology of Close Relationships (300 level)
391. Senior Research Tutorial in Cognition
393. Senior Research Tutorial in Social Psychology
394. Senior Research Tutorial in Biological Psychology

Religion

At Haverford College

Professors:
John David Dawson
Michael A. Sells

Associate Professor:
Anne M. McGuire, *Chair*

Assistant Professors:
Tracey Hucks
Kenneth Koltun-Fromm
Naomi Koltun-Fromm

The religions of the world are as diverse, complex and fascinating as the individuals, communities and cultures of which they are comprised. Religions propose interpretations of reality and shape very particular forms of life. In so doing, they make use of many aspects of human culture, including architecture, art, literature, music, philosophy and science — as well as countless forms of popular culture and daily behavior. Consequently, the fullest and most rewarding study of religions is interdisciplinary in character, drawing upon approaches and methods from disciplines such as anthropology, comparative literature and literary theory, gender theory, history, philosophy, political science, psychology, and sociology.

The department's overall goal is to enable students to become critically-informed, independent and creative interpreters of some of the religious movements that have decisively shaped human experience. In their coursework, students develop skills in the critical analysis of the texts, images, beliefs and performances of religions. Like other liberal arts majors, the religion major is meant to prepare students for a broad array of vocational possibilities. Religion majors typically find careers in business, education, law, medicine, ministry and public service (including both religious and secular organizations). Religion majors have also pursued advanced graduate degrees in anthropology, biology, history, Near Eastern studies, political science and religious studies.

For further information, see the departmental Web site (http://www.haverford.edu/relg/index.html).

Major Requirements

Eleven courses are required for the major in religion. The exact structure of the student's program must be determined in consultation with the major adviser, whom the student chooses from among the regular members of the department. All majors should seek with their advisers to construct a program that achieves breadth in the study of various religious traditions as well as concentration in one of the department's three areas of concentration:

1. **Religious Traditions in Cultural Context**. The study of religious traditions and the textual, historical, sociological and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins and ideas.
2. **Religion, Literature and Representation**. The study of religion in relation to literary expressions and other forms of representation such as film, music, performance and the plastic arts.
3. **Religion, Ethics and Society**. The exploration of larger social issues such as race, gender and identity as they relate to religion and religious traditions. Examines how moral principles,

cultural values and ethical conduct help shape human societies.

The major program must satisfy the following requirements:

1. Six courses within one of the department's three areas of concentration above. These six courses must include the department seminar in the major's area of concentration: Religion 101 for Area 1; Religion 303 for Area 2; Religion 305 for Area 3.
2. Religion 399b, Senior Seminar and Thesis.
3. At least four additional half-year courses drawn from outside the major's area of concentration.
4. At least six of each major's 11 courses must be taken in the Haverford Religion Department. Students planning to study abroad should construct their programs in advance with the department.
5. Where appropriate and relevant to the major's program, up to three courses for the major may be drawn from outside the department, subject to departmental approval.
6. In rare cases, students may petition the department for exceptions to the major requirements. Such petitions must be presented to the department for approval in advance.
7. Final evaluation of the major program will consist of written work, including a thesis, and an oral examination completed in the context of the Senior Seminar (399b).

Honors

Honors and high honors in religion are awarded on the basis of the quality of work in the major and in the Senior Seminar and Thesis (399b).

101a. Introduction to the Study of Religion

An introduction to the study of religion from three perspectives: overviews of several religions with classroom discussion of primary sources; cross-cultural features common to many religions; theories of religion and approaches to its study and interpretation. (staff, Division III)

110a. Sacred Texts and Religious Traditions: Hinduism and Islam

An introduction to Hinduism and Islam through close reading of selected texts in their historical, literary, philosophical and religious contexts. (Sells, Division III)

118b. Hebrew Bible: Literary Text and Historical Context

The Hebrew Bible, which is fundamental to both Judaism and Christianity, poses several challenges to modern readers. Who wrote it, when and why? What was its significance then and now? How does one study the Bible from an academic point of view? Using literary, historical, theological and archaeological interpretive tools, this course will address these questions and introduce students to academic biblical studies. (N. Koltun-Fromm, Division III)

120a. Introduction to Jewish Thought

An introduction to selected thinkers in Jewish history who are both critical and constructive in their interpretations of Jewish texts and traditions. The course examines how readings of the Hebrew Bible generate normative claims about belief, commandment, tradition and identity. Readings may include the Hebrew Bible, Rashi, Maimonides, Spinoza, Heschel and Plaskow. (K. Koltun-Fromm)

121a. Varieties of Judaism in the Ancient World
From Abraham to Rabbi Judah the Prince, Judaism has been transformed from a local ethnic religious cult to a broad-based, diverse religion. Many outside cultures and civilizations, from the ancient Persians to the Imperial Romans, influenced the Jews and Judaism through language, culture and political contacts. Absorbing and adapting these various and often opposing influences, the Israelite, and then Jewish, community reinvented itself, often fragmenting into several versions at once. After the destruction of the temple in 70 C.E., one group, the rabbis, gradually came to dominate Jewish life. Why? This course studies the changes and developments that brought about these radical transformations. (N. Koltun-Fromm)

122b. Introduction to the New Testament
An introduction to the New Testament and early Christian literature. Special attention will be given to the Jewish origins of the Jesus movement, the development of traditions about Jesus in the earliest Christian communities, and the social contexts and functions of various texts. Readings will include noncanonical writings in addition to the writings of the New Testament canon. (McGuire, Division III)

124a. Introduction to Christian Thought
An examination of some central concepts of the Christian faith, approached within the context of contemporary theological discussion. Basic Christian ideas will be considered in relation to one another and with attention to their classic formulations, major historical transformations, and recent reformulations under the pressures of modernity and postmodernity. (Dawson, Division III)

132b. Varieties of African-American Religious Experience
This course will examine the history of religion in America as it spans several centuries. Lectures, readings and discussions will explore the phenomenon of religion within American society. The goal is to introduce students to American religious diversity as well as its impact in shaping larger historical and social relationships within the United States. This study of American religion is not meant to be exhaustive; it covers select traditions each semester. (Hucks, Division III)

201a. Introduction to Buddhism
An introduction to Buddhism with a focus on the East Asian Buddhist tradition. Students will learn the basics of Buddhist philosophy and doctrine, and will be exposed to old and current debates in the field of Buddhist studies. We will examine Buddhism both as a textual tradition and a lived religion. (Glassman, Division III)

203b. The Hebrew Bible and Its Interpretations
This course will critically study select Hebrew Biblical passages (in translation) as well as Jewish and Christian biblical commentaries in order to understand better how Hebrew Biblical texts have been read, interpreted and explained by ancient and modern readers alike. Students will also learn to read the texts critically and begin to form their own understandings of them. (N. Koltun-Fromm, Division III)

204b. Women and Judaism
Women's roles in Judaism and Jewish life have been defined by the religious precepts and civil laws described in the Bible and interpreted by the rabbis in a patriarchal age. These interpretations have led to an institutionalized hierarchy within the religion, which has limited women's access to religious ritual and education. Nevertheless, throughout the ages, women have carved out areas for themselves within the Jewish religious, social and political systems as well as fulfilled the roles prescribed to them. In the modern era, however, many women have challenged the institutions that define these roles. This course will study the development of these institutions and the women of Jewish history who have participated in and shaped Jewish religious, social and cultural life. (N. Koltun-Fromm, Division III)

206b. History and Literature of Early Christianity
The history, literature and theology of Christianity from the end of the New Testament period to the time of Constantine. (McGuire, Division III)

209a. Anti-Semitism and the Christian Tradition
An examination of social, religious and cultural features of Christian anti-Judaism and anti-Semitism. Topics include the representation of Judaism, the Jewish people and the Jewish scriptures in the New Testament and later Christian literature, as well as theoretical models for the analysis of Christian anti-Semitism. (McGuire, Division III)

215a. The Letters of Paul
Close reading of the 13 letters attributed to the apostle Paul and critical examination of the place of Paul in the development of early Christianity. (McGuire, Division III)

216a. Images of Jesus
Critical examination of the varied representations of Jesus from the beginnings of Christianity through contemporary culture. The course will focus primarily on literary sources (canonical and non-canonical gospels; prayers; stories; poems; novels), but artistic, theological, academic and cinematic images of Jesus will also be considered. (McGuire, Division III)

221a. Women and Gender in Early Christianity
An examination of the representations of women and gender in early Christian texts and their significance for contemporary Christianity. Topics include interpretations of Genesis 1-3, images of women and sexuality in early Christian literature, and the roles of women in various Christian communities. (McGuire, Division III)

222a. Gnosticism
The phenomenon of Gnosticism examined through close reading of primary sources, including the recently discovered texts of Nag Hammadi. Topics include the relation of Gnosticism to Greek, Jewish and Christian thought; the variety of Gnostic schools and sects; gender imagery, mythology and other issues in the interpretation of Gnostic texts. (McGuire, Division III)

231a. Religious Themes in African-American Literature
This course will explore African-American literary texts as a basis for religious inquiry. African-American novel-

ists and literary scholars will be examined, using their works as a way of understanding black religious traditions and engaging important themes in the study of religion. Authors may include Zora Neale Hurston, James Baldwin, Ishmael Reed, Maryse Conde and others. (Hucks, Division III)

240b. History and Principles of Quakerism
The Quaker movement in relation to other intellectual and religious movements of its time and in relation to problems of social reform. The development of dominant Quaker concepts is traced to the present day and critically examined. The course is designed for non-Friends as well as Friends. The course is open to first-year students with permission of instructor. (Lapsansky, Division III)

242a. Topics in African-American Religious History
An investigation of various traditions of the black religious experience from slavery to the present. Religious traditions examined within the course may include slave religion, black Christianity, Gullah religion, Santeria and Islam. The relationship of these religious traditions to American social history as well as how they adapted over space and time will also be explored. (Hucks, Division III)

251a. Comparative Mystical Literature
Readings in medieval Jewish, Christian and Islamic mystical thought with a focus on the Zohar, Meister Eckhart, the Beguine mystics Hadewijch of Antwerp and Marguerite Porete, and the Sufi Master Ibn 'Arabi. The texts are a basis for discussions of comparative mysticism and of the relationship of mysticism to modern critical theories. (Sells, Division III)

262a. Islamic Literature and Civilization
Islam refracted through its diverse cultural expressions — poetic, Sufi, Shar'ia, novelistic, architectural — and through its geographic and ethnic diversity — from Morocco to Indonesia, focusing on Arab and Persian cultures. (Sells, Division III)

263a. The Middle East Love Lyric
The love lyric of the Middle East within the Arabic, Hebrew, Persian and Turkish traditions. Special attention will be paid to the "remembrance of the beloved" as a crosscultural symbol from medieval Andalusia to India. Poems are read in modern English translations. (Sells, Division III)

264b. Religion and Violence
The role of religions in motivating, justifying, channeling and mobilizing violence. The course will also examine the role of religion in violence prevention, conflict resolution and fostering human rights. (Sells, Division III)

269b. Culture and Religion in Modern Fiction
The encounter of traditional religious and cultural values with the modern West as reflected in novels, short stories and folk tales. (Sells, Division III)

277a. Modern/Postmodern Christian Thought
The impact of modernity and postmodernity on traditional Christian thought in the West. Readings may include Barth, Cone, Feuerbach, Frei, Hegel, Hume, Irigaray, Kant, Kierkegaard, Lindbeck,

Marion, McFague, Milbank, Nietzsche, Rahner, Schleiermacher, Segundo, Tracey and von Balthasar. (Dawson, Division III)

279a. Tradition, Identity, Textuality
A critical analysis of three interrelating themes that inform contemporary studies of religious thought. Notions of tradition, identity and the "text" have all been challenged by contemporary subversions of historical continuity, narrative structure and textual meaning. We will enter the debate by examining readings that undermine these paradigms as well as readings that seek to reconceive tradition, identity and textuality in the face of postmodern attacks. (Dawson, K. Koltun-Fromm, Division III)

280a. Ethics and the Good Life
This course examines how ethical theories, both secular and religious, inform notions of the good. We begin by tracing the impact of classical conceptions of justice and the good life through close readings from Plato, Aristotle and the tragedians together with medieval and modern accounts that draw heavily from these sources. We conclude by investigating how some contemporary Christian and Jewish ethical thinkers rely on, revise or subvert the perspectives of classical ethics. (Dawson, K. Koltun-Fromm, Division III)

281a. Modern Jewish Thought
Jewish responses to modern philosophy and science that challenge traditional Jewish religious expression and thought. The course examines how Jewish thinkers engage modern debates on historical inquiry, biblical criticism, existentialism, ethics and feminism. Our goal will be to assess those debates and determine how these thinkers construct and defend modern Jewish identity in the face of competing options. Readings may include Adler, Buber, Cohen, Heschel, Mendelssohn, Rosenzweig and Spinoza. (K. Koltun-Fromm, Division III)

286a. Religion and American Public Life
The place and role of religion in American public life as reflected and constructed in U.S. Supreme Court rulings on the religion clauses of the First Amendment, ethical and philosophical writings on religion and the liberal tradition of public reason, historical studies of religious and political influences on the formulation of the U.S. Constitution and its subsequent interpretations, and contemporary debates about the public character of theology. (Dawson, Division III)

301a, b. Seminar in Religious Traditions in Cultural Context
Advanced study of topics in the department's concentration in Religious Traditions in Cultural Context. Religious traditions and the textual, historical, sociological and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins and ideas. (staff, Division III)

303a, b. Seminar in Religion, Literature and Representation
Advanced study of topics in the department's concentration in Religion, Literature and Representation. The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film and the plastic arts. (staff, Division III)

305a, b. Seminar in Religion, Ethics and Society
Advanced study of topics in the department's concentration in Religion, Ethics and Society. Examination of larger social issues such as race, gender and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values and ethical conduct help shape human societies. (staff, Division III)

330b. Seminar in the Religious History of African-American Women
An examination of the religious history of African-American women in the United States. Using primary and secondary texts from the 19th to the 20th centuries, this course will explore the various religious traditions, denominations, sects and religious movements in which African-American women have historically participated. The ways in which specific social conditions such as slavery, migration, racial segregation and class and gender discrimination have historically influenced the religious lives of African-American women are also analyzed. (Hucks, Division III)

331b. Theoretical Approaches to the Study of Black Religion (Hucks, Division III)

343a, b. Seminar in Religions of Antiquity and Biblical Literature
Advanced study of a specific topic in the field. The course may be repeated for credit with change of content. Prerequisite: permission of instructor. (McGuire, Division III)

348a, b. Seminar in Ancient Judaism
Advanced study of the development of Judaism from the biblical period to the talmudic period. What constitutes Israelite religion? By what processes does it become rabbinic Judaism? What were its various manifestations along the way? Readings are drawn from the Bible, the Apocrypha, the Dead Sea Scrolls, Hellenistic Jewish literature and rabbinic literature. (N. Koltun-Fromm, Division III)

353a, b. Seminar in Islamic Philosophy and Theology
Selected topics and figures in Islamic philosophy, scholastic theology (kalam) or mystical philosophy. The relation of Islamic philosophy to Greek, Jewish and Indian thought is also discussed. Prerequisite: permission of instructor. (Sells, Division III)

360a, b. Seminar in Modern Religious Thought
Advanced study of a specific topic in the field. May be repeated for credit with change of content. Prerequisite: permission of instructor. (Dawson, K. Koltun-Fromm, Division III)

399b. Senior Seminar and Thesis
Research and writing of the senior thesis in connection with regular meetings with a thesis adviser from the department. Prerequisites: at least six courses in religion, including 101 and 398. (staff)

480a, b. Independent Study
Conducted through individual tutorial as an independent reading and research project. (staff)

Romance Languages

Coordinators:
Grace M. Armstrong
Nancy Dersofi
María Cristina Quintero

The Departments of French, Italian and Spanish cooperate in offering a major in Romance languages that requires advanced work in at least two Romance languages and literatures. Additional work in a third language and literature is suggested.

Major Requirements

The requirements for the major are a minimum of nine courses, including the Senior Conference or Senior Essay, described below, in the first language and literature (if Italian is chosen as the first language, only eight courses are required) and six courses in the second language and literature, including the Senior Conference in French. Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions).

First Language and Literature

French
French 101, 102 or 101, 105.
Four courses chosen among:
French 201, 202, 203, 204, 205, 206, 207, 213, 216, 248, 250 251, 252, 255 or 299.
French 212 or 260.
Two other courses at the 300 level.

Italian
Italian 101, 102.
Italian 201 or 205.
Italian 207 or 301.
Italian 303 or 304.
Two other literature courses at the 200 or 300 level.

Spanish
Spanish 110 or 120.
Spanish 204 or 206.
Four courses at the 200 level.
Two courses at the 300 level.

Second Language and Literature

French
French 101, 102 or 101, 105.
Two literature courses at the 200 level.
French 212 or 260.
One other course at the 300 level.

Italian
Italian 101, 102.
Italian 201 or 205.
Italian 207 or 301.
One other literature course at the 200 or 300 level.

Spanish
Spanish 110 or 120.
Spanish 204 or 206.
Two courses at the 200 level.
Two courses at the 300 level.

In addition to the coursework described above, when the first language and literature is Spanish, majors in Romance languages must enroll in Spanish 399 (Senior Essay). When French is chosen as either the first or second language, students must take one semester of the Senior Conference in French in addition to the coursework described above. When Italian is chosen, students must either select an additional literature course in Italian at the 200 or 300 level or take Italian 399, offered in consultation with the department. An oral examination (following the current model in the various departments) may be given in one or both of the two languages, according to the student's preference, and students follow the practice of their principal language as to written examination or thesis.

Interdepartmental courses at the 200 or 300 level are offered from time to time by the cooperating departments. These courses are conducted in English on such comparative Romance topics as epic, romanticism or literary vanguard movements of the 20th century. Students should be able to read texts in two of the languages in the original.

Russian

Professors of Russian:
Dan E. Davidson
George S. Pahomov

Professor of History:
Linda G. Gerstein, *at Haverford College*

Visiting Professor:
Richard Brecht

Associate Professor of Economics:
Vladimir Kontorovich, *at Haverford College*

Associate Professor of Russian and Comparative Literature:
Elizabeth C. Allen, *Chair*

Assistant Professor of Russian:
Timothy C. Harte, *Major Adviser*

Lecturers:
Marc Boots-Ebenfield
Jeanette Owen

The Russian major is a multidisciplinary program designed to provide the student with a broad-based understanding of Russian literature, thought and culture. The major places a strong emphasis on the development of functional proficiency in the Russian language. Language study is combined with a specific area of concentration to be selected from the fields of Russian literature, history, economics, language/linguistics or area studies.

Major Requirements
A total of 10 courses is required to complete the major: two in Russian language at the 200 level or above; four in the area of concentration, two at the 200 level and two at the 300 level or above (for the concentration in area studies, the four courses must be in four different fields);

hree in Russian fields outside the area of concentration; and either Russian 398, Senior Essay or Russian 399, Senior Conference.

Majors are encouraged to pursue advanced language study in Russia on summer, semester or year-long academic programs. Majors may also take advantage of intensive immersion language courses offered during the summer by the Bryn Mawr Russian Language Institute. Students are encouraged to live in Russian Hall at Haffner and to participate in weekly Russian tables, a brown-bag lecture series and Russian Club.

The senior conference is an interdisciplinary seminar offered in the spring semester. Recent topics have included Pushkin and his times, the decade of the 1920s, and the city of St. Petersburg. In addition, all Russian majors take senior comprehensive examinations that cover the area of concentration and Russian language competence. The exams are administered in late April.

Honors

All Russian majors are considered for departmental honors at the end of their senior year. The awarding of honors is based on a student's overall academic record and all work done in the major.

Minor Requirements

Students wishing to minor in Russian must complete six units at the 100 level or above, two of which must be in Russian language.

001, 002. Intensive Elementary Russian

Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing and oral comprehension are developed. Nine hours a week including conversation sections and language laboratory work. Both semesters are required for credit; three units of credit are awarded upon completion of Russian 002. (Davidson, Harte, staff)

101, 102. Intermediate Russian

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Seven hours a week. (Owen)

201, 202. Advanced Training in Russian Language

Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week. (Harte)

210. Nineteenth-Century Russian Literature in Translation I

A survey of major works from the first half of the 19th century. Covers narrative poetry, drama, short stories and novels by such authors as Pushkin, Lermontov, Gogol, Dostoevsky, Turgenev and Tolstoy. All readings, lectures and discussions in English. (Allen, Division III)
Not offered in 2002-03.

211. Nineteenth-Century Russian Literature in Translation II

A survey of major novels and short stories from the second half of the 19th century, including *Crime and Punishment* and *Anna Karenina*. Works by Turgenev, Chekhov and Bunin are also discussed. All readings, lectures and discussions in English. (Pahomov, Division III)
Not offered in 2002-03.

212. The Silver Age of Russian Literature in Translation
Survey of novels, short stories, plays and poetry associated with the "Silver Age" of Russian literature. Contemporaneous works of dance, music and painting are also examined. Readings include: Bely's *Petersburg*, Chekhov's *The Cherry Orchard* and *Three Sisters*, Gorky's *Mother*, Solgub's *The Petty Demon*, Blok's *The Twelve*, Mayakovsky's "A Cloud in Trousers" and stories by Chekhov, Andreyev and Bunin. All readings, lectures and discussion in English. (Allen, Division III)
Not offered in 2002-03.

213. Russian Literature from Revolution to Glasnost in Translation
Survey of the major trends in Russian literature after the 1917 revolution: revolutionary literature, utopian and ornamental prose, proletarian writings, socialist realism, satire "for the desk drawer," émigré works, records of the purges, World War II, post-Stalinist Thaw and prison camps, and glasnost stories. Readings include Pilnyak's *Naked Year*, Zamyatin's *We*, Olesha's *Envy*, Sholokhov's *Quiet Flows the Don*, Gladkov's *Cement*, Bulgakov's *Master and Margarita*, Akhmatova's "Requiem," Panova's *The Train*, Ginzburg's *Into the Whirlwind*, Pasternak's *Dr. Zhivago*, Solzhenitsyn's *Ivan Denisovich* and stories by Nabokov and Tolstaya. All readings, lectures, and discussion in English. (Owen, Division III)
Not offered in 2002-03.

230. Introduction to Russian Linguistics
Examines the structure of modern Russian, concentrating on the sound system and word formation. In-depth study of vowel reduction, consonant assimilation and vowel/zero alternation, as well as the historical and contemporary mechanisms of noun, verb and adjective formation. Agreement, gender and related issues are also discussed. No previous knowledge of linguistics is required. Prerequisite: two years of Russian. (staff, Division I) *Not offered in 2002-03.*

235. The Social Dynamics of Russian
An examination of the social factors that influence the language of Russian conversational speech, including contemporary Russian media (films, television and the Internet). Basic social strategies that structure a conversation are studied, as well as the implications of gender and education on the form and style of discourse. Prerequisites: Russian 201, 202, may be taken concurrently. (staff, Division I) *Not offered in 2002-03.*

254. Russian Culture and Civilization in Translation
A history of Russian culture — its ideas, its value and belief systems — from the origins to the present that integrates the examination of works of literature, art and music. (Pahomov, Division I or III)
Not offered in 2002-03.

260. Russian Women Authors in Translation
A study of works in various genres, tracing women's contributions throughout the history of Russian literature. An examination of thematic and formal characteristics of works by Catherine the Great, Durova, Kovalevskaia, Akhmatova, Tsvetaeva, Panova, Baranskaia, Tolstaya, and others. All readings and lectures in English. (staff, Division III)
Not offered in 2002-03.

261. The Russian Anti-Novel
A study of 19th- and 20th-century Russian novels focusing on their strategies of opposing or circumventing European literary conventions. Works by Pushkin, Dostoevsky, Tolstoy, Bulgakov and Nabokov are compared to Jane Austen's *Pride and Prejudice* and other exemplars of the Western novelistic tradition. All readings, lectures and discussions in English. (Allen, Division III)
Not offered in 2002-03.

301, 302. Fourth-Year Russian
Intensive practice in speaking, reading, writing and oral comprehension. Advanced language training through the study of literary and other texts.
(Owen, Pahomov)

310/510. Old Russian
This advanced undergraduate/graduate seminar introduces students to the language and literary activities of Kyivan Rus (11th-14th century). Students will gain a reading knowledge of Old Church Slavonic and Old Russian sufficient for close reading and anaylsis of such seminal texts as the earliest translations of the Gospels, the *Primary Chronicle*, Ilarion's *Sermon on Law and Grace*, the legend of Boris and Gleb, and others. The political and cultural background of the period will be addressed. Graduate students will be expected to complete additional assignments. Conducted in Russian and English. (Davidson)
Not offered in 2002-03.

313, 314. Fifth-Year Russian
Focuses on stylistic variations in oral and written Russian. Examples drawn from contemporary film, television, journalism, fiction and nonfiction. Emphasis on expansion and refinement of speaking and writing skills. (staff)
Not offered in 2002-03.

330/530. The Structure of Modern Russian I
This seminar introduces advanced undergraduates and graduate students to the linguistic structure of contemporary standard Russian. Topics to be discussed include theoretical and practical issues in the description of Russian phonology, phonetics and intonation; verbal and nominal morphology; and accentuation. Graduate students will be expected to complete additional assignments. Conducted primarily in Russian. Followed by Russian 331/531. (staff)

342/542. Russian Culture Today
This seminar focuses on current cultural trends in Russia, with special emphasis on the interplay between various artistic media and post-Soviet Russia's rapidly developing society. Students will be introduced to contemporary Russian literature, painting, television, film and music while considering such topics as Russia's ambiguous attitude toward the West, the rise of violence in Russian society and Russia's evaluation of the past. Discussions in both Russian and English. Prerequisite: Russian 102 or the equivalent. (staff)

350/570. The Acquisition of Russian as a Second Language
This seminar introduces advanced undergraduate and graduate students to current theoretical and practical issues of Russian second-language acquisition. Topics to be discussed include formal and informal learning, measurement of competencies, standards and assessment issues, and cultural aspects of second-language

acquisition. Graduate students will be expected to complete additional assignments. Conducted primarily in Russian. (Davidson) *Not offered in 2002-03.*

380. Seminar in Russian Literature
An examination of a focused topic in Russian literature such as a particular author, genre, theme or decade. Introduces students to close reading and detailed critical analysis of Russian literature in the original language. Readings in Russian. Some discussions and lectures in Russian. Topic for 2002-03: Pasternak. Prerequisites: Russian 201 and one 200-level Russian literature course. (Pahomov, Division III)

398. Senior Essay
Independent research project designed and conducted under the supervision of a departmental faculty member. May be undertaken in either fall or spring semester of senior year. (staff)

399. Senior Conference
Exploration of an interdisciplinary topic in Russian culture. Topic varies from year to year. Requirements may include short papers, oral presentations and examinations. (Allen)

403. Supervised Work (staff)

The following economics courses currently offered at Bryn Mawr are also of interest to Russian majors:

206. International Economics
216. International Finance and Economic Policy
306. Advanced International Economic Policy

Haverford College currently offers the following courses of interest to Russian majors:

History
244b. Russian from 1800-1917

Swarthmore College offers the following courses in Russian of interest to Russian majors:

11. The Russian Novel
24. Russian and East European Cinema
70R. Translation Workshop
114. Seminar: Folklore in Russian Literature

Sociology

Professors:
Judith R. Porter
Robert E. Washington, *Chair*

Associate Professors:
David Karen
Mary J. Osirim (on leave, 2002-03)

Assistant Professor:
Ayumi Takenaka

The major in sociology provides a general understanding of the structure and functioning of modern society, its major institutions, groups and values, and the interrelations of these with personality and culture. Students examine contemporary social issues and social problems, and the sources of stability, conflict and change in both modern and developing societies. The department offers training in theoretical and qualitative analysis; research design and statistical analysis; and computer-based data processing. It also maintains the Social Science Data Library and Statistical Laboratory.

Major Requirements
Requirements for the major are Sociology 102, 103, 265, 302, Senior Seminar (398, 399), four additional courses in sociology (at least one of which must be at the 300 level) and two courses in sociology or an allied subject. Allied courses are chosen from a list provided by the department.

A major in sociology with a concentration in the field of African-American Studies or in the field of Gender and Society is also available. Students electing these fields must fulfill the major requirements (102, 103, 265, 302, and 398, 399); the core course in the special field (211: African-American Culture and Community, or 201: The Study of Gender in Society); two 200-level courses in the department and two additional courses in sociology or an allied field, each offering an opportunity for study in the special field; and one additional 300-level course in sociology. The department specifies the allied courses that may be elected in each field. Students should inquire about the possibility of coordinated work with Haverford and Swarthmore Colleges and the University of Pennsylvania.

Honors
Honors in sociology are available to those students who have a grade point average in the major of 3.5 or higher and who produce a paper in a departmental course during senior year that is judged outstanding by the department. Independent research is possible during the senior year for students with a grade point average in the major of 3.0 or higher.

Minor Requirements
Requirements for the minor are Sociology 102, 265, 302 and three additional courses within the department. Minors in the concentrations of African-American Studies and Gender and Society are not available.

102. Society, Culture and the Individual
Analysis of the basic sociological methods, perspectives and concepts used in the study of society, with emphasis on culture, social structure, personality, their component parts and their interrelationship in both traditional and industrial societies. The sources of social tension, order and change are addressed through study of socialization and personality development, mental illness, delinquency and modernization. (Porter, Division I)

103. U.S. Social Structure
Analysis of the structure and dynamics of modern U.S. society. Theoretical and empirical study of statuses and roles, contemporary class relations, the distribution of political power, and racial, ethnic and gender relations in the United States; and stratification in education systems, complex organizations, the labor market and the modern family. (staff, Division I)

201. The Study of Gender in Society
The definition of male and female social roles and sociological approaches to the study of gender in the United States, with attention to gender in the economy and work place, the historical origins of the American family, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States. (staff, Division I)

205. Social Inequality
Introduction to the major sociological theories of gender, racial-ethnic and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), and inequality between and within families, in the work place and in the educational system. Global stratification is examined as well. (Karen, Division I; cross-listed as Growth and Structure of Cities 205) *Not offered in 2002-03.*

207. The Nature of Prejudice: Intergroup Relations
Cultural, structural and personality sources of racial and ethnic prejudice; basic theories of prejudice, attitude change and the response of minority communities illustrated by analysis of racism and anti-Semitism in cross-cultural perspective. Topics include comparisons of black-white relations in the United States and South Africa; anti-Semitism in the United States and the Soviet Union; the effect of law in racial-ethnic attitudes; sources of change in intergroup relations; and the effect of prejudice on personality, family and educational processes. (Porter, Division I) *Not offered in 2002-03.*

212. Sociology of Poverty
Analysis of the causes and effects of poverty in the United States. Topics include trends in poverty and the relationship between poverty, the economy, the political system, the family and educational institutions. The culture-of-poverty approach and government programs for the poor, including current programs, are analyzed. (Porter, Division I)

215. Challenges and Dilemmas of Diversity: Racial and Ethnic Relations in American Society
This course will explore the sociological theories of racial/ethic prejudice, discrimination and conflict; the historical development of racial/ethnic groups in the United States; and current patterns and problems of racial/ethnic relations and the social policies being proposed to resolve those problems. (Washington, Division I)

217. The Family in Social Context
A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organiza-

tion. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Cross-cultural and subcultural variations in the family are considered. (Osirim, Division I) *Not offered in 2002-03.*

225. Women in Society: The Southern Hemisphere
A study of the contemporary experiences of women of color in the developing world. The household, workplace, community and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity politics and self-esteem; and tensions and transitions encountered as nations embark upon development.(Osirim, Division I) *Not offered in 2002-03.*

227. Sports in Society
Using a sociological, historical and comparative approach, this course examines such issues as the role of the mass media in the transformation of sports; the roles played in sports by race, ethnicity, class and gender; sports as a means of social mobility; sports and socialization; the political economy of sports; and sports and the educational system. (Karen, Washington, Division I)
Not offered in 2002-03.

228. East African Social, Political and Cultural Development
(Kilbride, Washington, Division I; cross-listed as Anthropology 228)
Not offered in 2002-03.

232. Economics and Sociology of Urban Black America
A focus on the major social developments of the urban black community from World War I to the 1960s. The historical and sociological foundation needed to understand the problems of unemployment, poverty, instability and crime that plague a significant sector of the urban black community is provided by tracing the patterns of change in urban black American family organization, occupational structure, social class formations and political forces. (Dixon, Washington, Division I)
Not offered in 2002-03.

234. The Rise and Fall of Colonialism in Afro- and Latin Caribbean Societies
Contemporary Caribbean societies evolved from a complex interplay of economic, social, political and religious activities in European colonial powers. As a result of European imperialism in the Caribbean, there still exists a unique blend of African and European (predominantly French, English and Spanish) cultures in the Caribbean. The goal of this course is to explore critically the complex dynamics of the social, cultural, economic, political and religious activities of the Afro- and Latin Caribbean pre- and post-imperial domination. (staff, Division I) *Not offered in 2002-03.*

240. Political Sociology: Power, Participation and Policy
An exploration of the ways that politics mediates between the personal troubles of milieu and the public issues of social structure, grounded in an examination of some of the major theoretical approaches to understanding the nature of politics and the interplay between politics and society. Topics include the social bases and social consequences of different political institutions and regimes; the dynamics of political mobilization, participation, conflict and change; and con-

sideration of some important contemporary issues of political controversy and public policy. (staff. Division I)
Not offered in 2002-03.

249. Sociological Perspectives on Asian-American Communities
This course is an introduction to the study of Asian-American communities that provides comparative analysis of major social issues confronting Asian-Americans. Encompassing the varied experiences of Asian-Americans and Asians in the Americas, the course examines a broad range of topics — community, migration, race and ethnicity, and identities as well as what it means to be Asian-American and what that teaches us about American society. (Takenaka, Division I)

250. Society and Language
Language use and attitudes to language users are crucial elements in the analysis of conflict and inequality for every society, regardless of size. Topics include gendered language, adolescent slang, language planning, discourse analysis, conversation, nonstandard languages, bilingual education, legal writing and politically-correct vocabularies. (staff, Division I) *Not offered in 2002-03.*

258. Sociology of Education
Major sociological theories of the relationships between education and society, focusing on the effects of education on inequality in the United States and the historical development of primary, secondary and post-secondary education in the United States. Other topics include education and social selection, testing and tracking, micro- and macro-explanations of differences in educational outcomes, and international comparisons. (Karen, Division I)

265. Research Design and Statistical Analysis
An introduction to the conduct of empirical, especially quantitative, social science inquiry. In consultation with the instructor, students may select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as crosstabular analysis, multiple regression-correlation analysis and factor analysis. (Karen, Division I or Quantitative Skills)

284. Modernity and Its Discontents
An examination of the nature, historical emergence and current prospects of modern society in the West, seeking to build an integrated analysis of the processes by which this kind of society developed in the course of the 19th and 20th centuries and continues to transform itself. Central themes include the growth and transformations of capitalism; the significance of the democratic and industrial revolutions; the social impact of a market economy; the culture of individualism and its dilemmas; the transformations of intimacy and the family; and mass politics and mass society. Some previous familiarity with modern European and American history and/or some social and political theory is highly recommended. (staff, Division I or III) *Not offered in 2002-03.*

301. Research Practicum in Education
This course will facilitate students doing their own research in the sociology of education. Using a variety of datasets from the National Center for Education Statistics, we will investigate a range of topics. Possible foci include race, class and gender differences in the educational

experience; the effects of tracking, athletic participation and other factors on educational outcomes; and the role of cultural capital in educational achievement. (Karen) *Not offered in 2002-03.*

302. Social Theory
An examination of classical and modern theorists selected on the basis of their continuing influence on contemporary sociological thought. Theorists include Marx, Weber, Durkheim, Freud, Mead, Mills and Gramsci. (Washington)

309. Sociology of Religion
An analysis of the relationship between religion and society, emphasizing the connection between religious systems and secular culture, social structure, social change, secular values and personality systems in cross-cultural perspective. The theories of Marx, Weber, Durkheim and Freud, among others, are applied to analysis of the effect of religion on economic modernization, political nationalism, and social change and stability, and of the effect of social class, secular culture and personality patterns on religion. (Porter)
Not offered in 2002-03.

310. Sociology of AIDS
An analysis of major sociological issues related to AIDS, including the social construction of the disease, social epidemiology, the psychosocial experience of illness, public opinion and the media, and the health care system. The implications of political and scientific controversies concerning AIDS will be analyzed, as will the impact of AIDS on the populations most affected in both the United States and Third World countries. Must be taken concurrently with Sociology 315. (Porter)

311. Stability and Change in Modern Africa: Comparative Study of Development in Nigeria and Zimbabwe
This course seeks to engage students in theoretical analysis and decision making around contemporary problems of development in Nigeria and Zimbabwe. After an examination of the major theoretical perspectives in the sociology of development, students apply these theories and assume the role of policy-makers in case discussions focusing on the debt crisis and adoption of structural adjustment policies; education and employment creation in both the formal and informal sectors; and the role of women in development. In addition, through readings and case discussions, this course familiarizes students with the historical background and some of the macro-sociological issues experienced by these nations, such as British colonialism and the liberation struggle in Zimbabwe, and the military rule and the transition to democracy in Nigeria. These experiences are examined with attention given to gender, racial/ethnic and class cleavages in these societies. (Osirim) *Not offered in 2002-03.*

313. The Ordeal of Social and Political Transformation in African Societies
This course will explore the difficulties being experienced in African societies by examining the legacy of colonialism as well as the problems of urbanization and crime, economic stagnation, ethnic conflicts, governance and corruption, health care and population growth, and international relations. Case studies of African or other developing societies that have made significant progress in solving these problems will be examined.
(Washington) *Not offered in 2002-03.*

314. Migration and Transnationalism
This course is an introduction to the causes and consequences of international migration. It explores the major theories of migration (how migration is induced and perpetuated); the different types of migration (labor migration, refugee flows, return migration) and forms of transnationalism; immigration and emigration policies; and patterns of migrants' integration around the globe. It also addresses the implications of growing population movements and transnationalism for social relations and nation-states. (Takenaka, Division I)

315. Sociology of AIDS Internship
An internship open only to those who are concurrently enrolled in Sociology 310. (Porter, Division I)

330. Comparative Economic Sociology: Societies of the North and South
A comparative study of the production, distribution and consumption of resources in Western and developing societies from a sociological perspective, including analysis of pre-capitalist economic formations and of the modern world system. Topics include the international division of labor, entrepreneurship and the role of the modern corporation. Evidence drawn from the United States, Britain, Nigeria, Brazil and Jamaica. (Osirim) *Not offered in 2002-03.*

348. Power and Resistance: Conflicts and Debates in Sociology and History
An examination of how the fields of sociology and history explore the core concepts of power and resistance. How each discipline defines and actually uses the notions of power and resistance is also examined. A variety of social movements, revolutions, fascist regimes and autocratic states are studied to show how each discipline conceptualizes its objects of study and carries out its intellectual project. Prerequisite: at least one course in sociology or history. (Caplan, Karen, Division I or III) *Not offered in 2002-03.*

354. Comparative Social Movements: Power, Protest, Mobilization
A consideration of the conceptualizations of power and "legitimate" and "illegitimate" participation, the political opportunity structure facing potential protesters, the mobilizing resources available to them and the cultural framing within which these processes occur. Specific attention is paid to recent movements that have occurred both within and across countries, especially the feminist, environmental and peace movements.
(Hager, Karen, Division I; cross-listed as Political Science 354)

355. Marginals and Outsiders: The Sociology of Deviance
An examination of unconventional and criminal behavior from the standpoint of different theoretical perspectives on deviance (e.g., social disorganization, symbolic interaction, structural functionalism, Marxism) with particular emphasis on the labeling and social construction perspectives; and the role of conflicts and social movements in changing the normative boundaries of society. Topics will include homicide, robbery, drug addiction, alcoholism, mental illness, prostitution, homosexuality and white-collar crime. (Washington)

398. Senior Seminar: Sociology of Culture
Seminar on theoretical issues in the sociology of culture; required of all senior

sociology majors. Open to Bryn Mawr senior sociology majors only. (Washington)

399. Senior Seminar: The Social Context of Individual Behavior
Microsociological theories such as exchange theory, symbolic interactionism and ethnomethodology are discussed and contrasted with modern macrosociological traditions. This seminar is required of and limited to Bryn Mawr seniors majoring in sociology (Porter)

403. Independent Study
Students have the opportunity to do individual research projects under the supervision of a faculty member. (staff)

Haverford College currently offers the following courses in sociology. Bryn Mawr majors should consult their department about major credit for courses taken at other institutions.

155. Foundations in Social Theory
215a. Quantitative Methods
233a. Life in the Shadows: Gambling and the Potestant Ethic
233b. Visual Sociology: Picturing Labor
235b. Class, Race and Education
237a. Religion in Political Movements
275b. Sociology of Formal Organizations
277a. Political Sociology
354a. Sociology of Knowledge
356b. Experiential Knowledge
450. Senior Departmental Studies

Spanish

Professors:
María Cristina Quintero, *Chair and Major Adviser, semester I 2002*
Enrique Sacerio-Garí, *Major Adviser, semester II 2003*
(on leave, semester I 2002)

Assistant Professors:
Lázaro Lima, *Major Adviser*
H. Rosi Song

Lecturers:
Inés Arribas
Peter Brampton Koelle

Instructor:
Dina Breña

The major in Spanish offers a program of study in the language, literature and culture of Spain, Latin America and U.S. Latino communities. The program is designed to develop linguistic competence and critical skills, as well as a profound appreciation of the culture and civilization of the Hispanic world.

The language courses provide solid preparation and practice in spoken and written Spanish, including a thorough review of grammar and vocabulary, supplemented with cultural readings and activities. Spanish 110 and 120 prepare students for advanced work in literature and cultural studies while improving competence in the language. The introductory literature courses treat a selection of the outstanding works of Spanish and Spanish-American literature in various periods and genres. Spanish 206 is devoted to advanced language training and affords practice in written Spanish. Spanish 240 considers the political, social and cultural history of the Hispanic and Hispanic-American peoples. Advanced literature courses deal

intensively with individual authors or periods of special significance.

Students in all courses are encouraged to make use of the Language Learning Center and to supplement their course work with study in Spain or Spanish America either in the summer or during their junior year. Residence in the Haffner Language House for at least one year is recommended.

All students who have taken Spanish at other institutions and plan to enroll in Spanish courses at Bryn Mawr must take a placement examination. The exam is administered by the Spanish department during first-year student orientation for the incoming class or on the day before classes begin for returning students.

The Department of Spanish also cooperates with the Departments of French and Italian in the Romance Languages major (see page 275).

Major Requirements
Requirements for the Spanish major are Spanish 110 or 120, Spanish 206 (unless specifically exempted by the department), four 200-level courses, three 300-level literature courses and the Senior Essay. Students whose precollege training includes advanced work in literature may, with the permission of the department, be exempted from taking Spanish 110 or 120. This major program prepares students appropriately for graduate study in Spanish.

Please note: the department offers some courses taught in English. In order to receive major and minor credit, students must do appropriate assignments in Spanish. No more than two courses taught in English may be applied toward a major or a minor.

Independent research (Spanish 403) is offered to students recommended by the department. The work consists of independent reading, conferences and a long paper.

Honors
Departmental honors are awarded on the basis of a minimum grade point average of 3.5 in the major, evaluation of the senior essay and the recommendation of the department.

Minor Requirements
Requirements for a minor in Spanish are six courses in Spanish beyond Intermediate Spanish, at least one of which must be at the 300 level.

Concentration in Hispanic and Hispanic-American Studies
The Department of Spanish participates with the Departments of Anthropology, Economics, History of Art, Political Science and others in offering a concentration in Hispanic and Hispanic-American Studies (see page 210).

Teacher Certification
The department also participates in a teacher certification program. For more information see page 150 for a description of the Education Program.

001-002. Elementary Spanish
Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America and the Hispanic community in the United States. This is a year-long course. One section of this course is intensive and meets nine hours a week. (Arribas, Breña)

003-004. Intermediate Spanish
Intensive grammar reviews, exercises in composition and conversation, selected readings from modern Spanish. This is a

/ear-long course. Prerequisite: 002 or)lacement. (Breña, Koelle, Lima, Song)

)05. Intensive Intermediate Spanish
A thorough review of grammar with ntensive oral practice, frequent writing ssignments, readings and oral presenta-ions. Prerequisite: Intensive Elementary Spanish or the recommendation of the department. (Koelle)

007. Spanish Conversation for Non-Majors
Intensive practice in conversational Spanish. The course seeks to enhance speaking proficiency through the development of vocabulary, pronunciation skills and correct grammatical usage. The course will include discussion of topical issues in politics, science, literature and culture. In addition to daily practice in small groups, there will be formal presentations, debates and exercises in oral interpretation. A weekly grammar review will also be included. This course will not count toward the major or minor. Prerequisite: Spanish 004 or 005. (Quintero)

110. Estudios culturales de España e Hispanoamérica
An introduction to the history and cultures of the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues and multicultural perspectives. Prerequisite: Spanish 004 or 005, or placement. (Lima, Division III)

120. Introducción al análisis literario
Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Special attention to improvement of grammar through compositions. Prerequisite: Spanish 004 or 005, or placement. (Arribas, Sacerio-Garí, Division III)

Note: Prerequisites for all 200-level courses are Spanish 110 or 120, or another 200-level course taught in Spanish, placement or permission of instructor.

206. Composición (nivel superior)
A course designed to develop a student's written expression in Spanish. This course includes a systematic study of the structure of modern Spanish and a variety of frequent written assignments. (Song)

208. Drama y sociedad en España
A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances. (Quintero, Division III)

211. Borges y sus lectores
Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society and traditions. (Sacerio-Garí, Division III; cross-listed as Comparative Literature 212) *Not offered in 2002-03.*

215. "Memoria negra": la literatura afro-hispánica en África y las Américas
A study of the major works of African and Afro-Hispanic literatures written in Spanish with comparative examples

from the literatures of the "Black Atlantic," including Lusophone African literature. The course considers how racially-marked aesthetic expression (Criollismo, Negritude, the Harlem Renaissance, etc.) fashioned literary Modernism and the ensuing "Black Atlantic" polemic. Representative writers may include Martin Bernal, Lydia Cabrera, Franz Fanon, Edouard Glissant, Nicolás Guillén, Donoto M'game, Nancy Morejón, Fernando Ortíz, Manuel Rui and Laudino Viera. (Lima, Division III; cross-listed as Comparative Literature 215)

225. La poesía hispanoamericana
Study of poetic language from the Avant-garde movements to the present. Special attention to key figures. (Sacerio-Garí, Division III) *Not offered in 2002-03.*

227. Genealogía de la literatura latina
This course examines the emancipatory and sometimes collusive appropriation of "American" literature by Latina/os. The course begins a genealogical survey of Latino writing and cultural production from the 19th century to the present in order to contextualize the eventual rise of Latino ethnic particularisms from the '60s. We will analyze how Latina/os, often living inside two languages and cultures, inflect the national landscape by erasing both literal and linguistic "American" borders in a country made up largely of immigrants. We will also analyze how the mass media construct "insiders" and "outsiders" by delimiting privilege and access to cultural capital with demands for assimilation, and call for a univocal "American" literary ethos. (Lima, Division III)
Not offered in 2002-03.

230. Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain
A study of the evolution of the love lyric in Italy and Spain during the Renaissance and the Baroque periods. Topics include the representation of women as objects of desire and pretexts for writing; the self-fashioning and subjectivity of the lyric voice; the conflation and conflict of eroticism and idealism; theories of imitation; parody; and the feminine appropriation of the Petrarchan tradition. Although concentrating on the poetry of Italy and Spain, readings include texts from France, England and Mexico. Students seeking major credit in Spanish must do appropriate assignments in Spanish. (Dersofi, Quintero, Division III; cross-listed as Comparative Literature 230 and Italian 230)

240. Hispanic Culture and Civilization
A brief survey of the political, social and cultural history of Spain and Spanish America. Topics include Spanish nation/state/empire, indigenous cultures, polemics about the "Indians" in the new world, Spanish-American independence, current social and economic issues, Latin America's multiculturalism and Latinos in the United States. Prerequisite: permission of instructor. (Sacerio-Garí, Division III)

260. Ariel/Calibán y el discurso americano
A study of the transformations of Ariel/Calibán as images of Latin American culture. Prerequisite: Spanish 110 or 120, or placement. (Sacerio-Garí, Division III; cross-listed as Comparative Literature 260) *Not offered in 2002-03.*

270. The Picaresque in Spain and Beyond
A study of the origins, development and transformation of the picaresque novel in Spain and other national literatures, including Mexico, France, England, Germany and the United States. Topics include the construction of the (fictional) self; religious, secular and satiric confessional rhetoric; and the feminine variations of the picaresque. Course is taught in English. Students seeking major credit must do appropriate assignments in Spanish. (Quintero, Division III; cross-listed as Comparative Literature 270)
Not offered in 2002-03.

Note: The prerequisite for 300-level courses is one 200-level course in Spanish or permission of instructor.

307. Cervantes
A study of themes, structure and style of Cervantes' masterpiece *Don Quijote* and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of *Don Quijote* on the visual arts, music, film and popular culture. (Quintero, Division III)

308. El teatro del Siglo de Oro
A study of the dramatic theory and practice of 16th- and 17th-century Spain. Topics include the treatment of honor, historical self-fashioning and the politics of the corrales (I) and palace theater. (Quintero, Division III)
Not offered in 2002-03.

309. La representación de la mujer en la literatura española del Siglo de Oro
A study of the depiction of women in the fiction, drama and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Lope, Calderón, Cervantes, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, María de Zayas and Juana Inés de la Cruz.
(Quintero, Division III)
Not offered in 2002-03.

310. La condición post mortem: Pos/ Modernidad periférica en la narrativa y la producción cultural mexicana
A study of the figuration of "death" in Mexican literature and culture as a critique of Modernity and as one of Mexico's principle symbols of cultural identity. Analysis of the counterrevolutionary movements of the '60s, and the rise of the *post mortem* aesthetic as a response to the globalization of Mexican cultural identity. (Lima, Division III)

320. Surrealismo español: poesía, arte y cine
A multimedia study of the development of a surrealistic ethic in Spain in the 20th century as represented chiefly in the works of Federico García Lorca, Luis Buñuel and Salvador Dali, among others. The scope and validity of the Spanish surrealistic movement will be examined in relation to its originating principles: Freud's psychoanalytic theory, and the artistic and political manifestos of the avant-garde. Through the study of works of poetry, art and film, we will also discuss the relationship between the theoretical and historical background of this artistic movement as we contrast art and politics, artistic freedom and political commitment. (Song, Division III)

340. Topics in Baroque Art: Representation of Gender and Power in Habsburg Spain
An examination of the relationship between art and literature in 16th- and 17th-century Spain. Topics include: reading visual and verbal texts, theories of representation, the portrayal of women, the depiction of sacred and profane love, theater and painting in the court, and the spectacle of power and monarchy. Students wishing major credit in Spanish must do appropriate assignments in Spanish. Prerequisite: one history of art course (for history of art majors) or one 200-level Spanish course (for Spanish majors). (McKim-Smith, Quintero, Division III; cross-listed as History of Art 340 and Comparative Literature 340)
Not offered in 2002-03.

350. El cuento hispanoamericano
Special attention to the double, the fantastic and the sociopolitical thematics of short fiction in Spanish America. Authors include Quiroga, Borges, Carpentier, Rulfo, Cortázar and Valenzuela.
(Sacerio-Garí, Division III)
Not offered in 2002-03.

351. Tradición y revolución: Cuba y su literatura
An examination of Cuba, its history and its literature with emphasis on the analysis of the changing cultural policies since 1959. Major topics include slavery and resistance; Cuba's struggles for freedom; the literature and film of the Revolution; and literature in exile. (Sacerio-Garí, Division III) *Not offered in 2002-03.*

399. Senior Essay
Individual conferences between students and the instructor in the preparation of a senior project. At the end of the semester there will be an oral examination based on the essay. (staff)

403. Supervised Work
Independent reading, conferences and a long paper; offered to senior students recommended by the department. (staff)

Haverford College currently offers the following courses in Spanish:

205b. Studies in the Spanish-American Novel
210b. Spanish and Spanish-American Film Studies
230a. Medieval and Golden Age Spain: Literature, Culture and Society
235a. Spanish-American Theater
250b. Quixotic Narratives
317a. Novels of the Spanish-American "Boom"
340b. The Moor in Spanish Literature

Scholarships and Prizes

Scholarships and Prizes

The scholarships and prizes listed below have been made available to able and deserving students through the generosity of alumnae/i and friends of the College. Many of them represent the income on endowed funds which in some cases is supplemented by an additional grant, usually taken from expendable gifts from alumnae/i and parents. A student requesting aid does not apply to a particular fund but is considered for all awards administered by the College for which she is qualified.

The Alumnae Regional Scholarship program is the largest single contributor to Bryn Mawr's scholarship awards. In addition to providing funds for the College's financial aid program, alumnae select Regional Scholars to receive $2,000 research stipends for projects of their choice. This honor carries with it special significance as an award for both academic and personal excellence.

An outstanding scholarship program has been established by the National Merit Scholarship Corporation, and several large corporations sponsor scholarship programs for children of employees. In addition to the generous awards made by these companies there are many others made by foundations and by individual and professional groups. Some of these are regional in designation. Students are urged to consult their schools and community agencies for information in regard to such opportunities.

Bryn Mawr College participates as a sponsor in the National Achievement Scholarship program. As sponsor, the College awards several scholarships through the National Merit Corporation. National Achievement finalists who have indicated that Bryn Mawr is their first choice among institutions will be referred to the College for consideration for this award.

Scholarship Funds

The Mary L. Jobe Akeley Scholarship Fund was established by bequest of Mary L. Jobe Akeley. It is for undergraduate scholarships with preference being given to students from Ohio. (1967)

The Warren Akin IV Scholarship Fund was established by gifts from Mr. and Mrs. Warren Akin (father) and Mr. and Mrs. William Morgan Akin (brother) of Warren Akin IV, M.A '71, Ph.D. '75. The Fund is to be used for Bryn Mawr students, with preference given to graduate students in English. (1984)

The George I. Alden Scholarship Fund was established with a challenge grant of 3:1 from the George I. Alden Trust. The College successfully met the goal of $225,000 raised from alumnae and friends to secure the grant of $75,000. The Fund supports need-based scholarships for students from Massachusetts. (2000)

The Alumnae Bequest Scholarship Fund was established by bequests received for scholarships from alumnae of the College. (1965)

Alumnae Regional Scholarships are available to students in all parts of the United States. These scholarships, raised by alumnae, vary in amount and may be renewed each year.

The Marion Louise Ament Scholarship Fund was established by bequest of Berkley Neustadt in honor of his daughter Marion Louise Ament '44. (1966)

The Evangeline Walker Andrews May Day Scholarship was established by bequest of Evangeline Walker Andrews, Class of 1893. The income from this Fund is to be used for undergraduate scholarships in the Department of English. Mrs. Andrews originated the Bryn Mawr May Day, which was first held in 1900. (1963)

The Constance M. K. Applebee Scholarship Fund was established by a bequest under the will of Constance M. K. Applebee, the first director of physical education at Bryn Mawr. Preference is to be given to students in physical education classes. (1981)

The Edith Heyward Ashley and Mabel Pierce Ashley Scholarship Fund was founded by bequest of Mabel Pierce Ashley '10 and increased by bequest of Edith Heyward Ashley '05. The income is to be awarded as scholarships to undergraduate students majoring in history or English. (1963)

The Johanna M. Atkiss Scholarship Fund was established with a pledge from Ruth T. Atkiss '36 in memory of her mother. The Fund supports scholarships to graduates of Girl's High School, the Masterman School or a Philadelphia-area public high school (in that order of preference). (1999)

The Mildred P. Bach Fund was established by a bequest of Mildred P. Bach '26 to provide scholarship support for resident students. (1992)

The William O. and Carole P. Bailey Fund for Russian Studies was established by Carole Parsons Bailey '61 and William O. Bailey to support various activities of the Department of Russian, including undergraduate scholarships, teaching, research and the acquisition of library materials. (1995)

The Elizabeth Congdon Barron Scholarship Fund was founded by the bequest of Elizabeth Congdon Barron '02 "for the general purposes of the College." Through gifts from her husband, Alexander J. Barron, the Fund was increased and the Elizabeth Congdon Barron Scholarship Fund was established. (1960)

The Florence Bascom Fund was established by bequest of Eleanor Lorenz '18 to honor the College's first professor of geology. The income from this Fund provides fellowship and scholarship monies for the Department of Geology. (1988)

The Fannie Beasley Scholarship Fund was established by a bequest of Chauncey H. Beasley, husband of Fannie Robb Carvin Beasley '26, for undergraduate scholarships. (1996)

The Edith Schmid Beck Scholarship Fund was established by Edith Schmid Beck '44. The income from this Fund will support undergraduate scholarships for students who have shown a commitment to working toward international peace and justice. (1999)

The Beekey Scholarship Fund was established by Lois E. Beekey '55, Sara Beekey Pfaffenroth '63 and Mrs. Cyrus E. Beekey. The income is awarded annually to a student majoring in a modern foreign language or in English. (1985)

The Deborah L. Berkman and Marshall L. Berkman Scholarship Fund was established by Deborah Levy Berkman '59 and the family of Marshall Berkman through the Fair Oaks Foundation, as well as through a matching gift from the GE Fund. The Fund provides scholarship support. (1995)

The Elizabeth P. Bigelow Memorial Scholarship Fund was established by gifts from Mrs. Henry P. Bigelow in memory of her daughter, Elizabeth P. Bigelow, who graduated *cum laude* in 1930. (1960)

The Star K. Bloom and Estan J. Bloom Scholarship Fund was established by a gift from Star K. Bloom '60 and her husband, Estan J. Bloom. The income is to be awarded to academically superior students from the southern part of the United States with preference being given to residents of Alabama. (1976)

The Virginia Burdick Blumberg Scholarship Fund was established by the College with the bequest of Virginia Burdick Blumberg '31 to provide financial support for undergraduates. (1998)

The Book Shop Scholarships are awarded annually from the income from the Book Shop Fund. (1947)

The 1967 College Bowl Scholarship Fund of $16,000 was established by the Bryn Mawr College team from its winnings on the General Electric College Bowl television program. The scholarship grants were donated by the General Electric Company and by Seventeen Magazine and supplemented by gifts from the directors of the College. The members of the team were Ashley Doherty '71, Ruth Gais '68, Robin Johnson '69 and Diane Ostheim '69. Income from this Fund is awarded to an entering freshman in need of assistance. (1968)

The Norma L. and John Bowles ARCS Endowment for the Sciences was established by a gift from Norma Landwehr Bowles '42. This Endowment supports a student, fellow

or lecturer in the sciences who is an American citizen. The award is administered in accordance with the interests of the Achievement Research for College Students Foundation, which seeks to encourage young women to pursue careers in the sciences. (1987)

The James W. Broughton and Emma Hendricks Broughton Scholarship Fund was established by a bequest from the estate of Mildred Hendricks Broughton '39 in honor of her parents. The students selected for such financial aid shall be from the Midwestern United States. (1972)

The Abby Slade Brayton Durfee and Mary Brayton Durfee Brown Scholarship Fund was founded in honor of Abby Slade Brayton Durfee by bequest of her husband Randall N. Durfee. Mrs. Charles Bennett Brown '30 and Randall N. Durfee Jr., have added to the Fund. Preference is given to candidates of English or American descent and to descendants of the Class of 1894. (1924)

The Hannah Brusstar Memorial Scholarship was established by a bequest from the estate of Margaret E. Brusstar '03. The income from the Fund is to be awarded annually to an undergraduate student who shows unusual ability in mathematics. (1976)

The Bryn Mawr Alumnae Physicians Fund for Premedical Students was established under the sponsorship of two alumnae directors of the College. The income from this Fund is to provide a flexible source of financial help to women at Bryn Mawr who have decided to enter medicine, whether or not they choose to major in physical sciences. (1975)

Bryn Mawr at the Tenth Decade. This pooled fund was established in the course of the Tenth Decade Campaign for those who wished to contribute to endowment for undergraduate student aid. (1973)

The Bryn Mawr Club of Princeton Scholarship was established by the alumnae of the Bryn Mawr Club of Princeton to support undergraduate scholarships, with preference given to undergraduates from New Jersey. In 1997, the description of the fund was amended at the request of the Bryn Mawr Club of Princeton to also provide support to graduate students from the Graduate School of Arts and Sciences and Graduate School of Social Work and Social Research. (1974)

The Jacob Fussell Byrnes and Mary Byrnes Fund was established in memory of her mother and father by a bequest under the will of Esther Fussell Byrnes, A.B. 1891, M.A. 1894, Ph.D. 1898. (1948)

The Sophia Sonne Campbell Scholarship Fund was established by a bequest of Sophia Sonne Campbell '51. (1973)

The Mariam Coffin Canaday Scholarship Fund was established by a gift from the Ward M. and Mariam C. Canaday Educational and Charitable Trust. The income from this Fund is to provide scholarships with preference given to students from Toledo, Ohio, or from District VI of the Alumnae Association. (1962)

The Antoinette Cannon Memorial Scholarship Fund was established by a gift from Janet Thornton '05 in memory of her friend Antoinette Cannon '07. (1963)

The Jeannette Peabody Cannon Memorial Scholarship Fund was established in memory of Jeannette Peabody Cannon '19 through the efforts of the New England Alumnae Regional Scholarship Committee, of which she was a member for 20 years. The Scholarship is awarded every three years on the nomination of the Alumnae Scholarship Committee to a promising member of the freshman class, resident of New England, who needs financial assistance. The Scholarship may be held during the remaining three years of her college course provided a high standard is maintained. In 1962 the Fund was increased by a generous gift from Charlotte Farquhar Wing of New Haven. (1949)

The Susan Shober Carey Memorial Fund was founded in memory of Susan Shober Carey by gifts from the Class of 1925 and is awarded annually by the president. (1931)

The Florence and Dorothy Child Memorial Scholarship of Bryn Mawr College was founded by bequest of Florence C. Child '05. The income from this fund is to be used for the residence fees of students who, without such assistance, would be unable to live in the halls. Preference is to be given to graduates of the Agnes Irwin School and to members of the Society of Friends. If no suitable applicants are available in these two groups, the scholarship aid will then be assigned by the College to students who could not live in residence halls without such assistance and who are not holding other scholarships. (1958)

The Augusta D. Childs Scholarship Fund was established by bequest from the estate of Augusta D. Childs. (1970)

The Jacob Orie and Elizabeth S. M. Clarke Memorial Scholarship was established by bequest from the estate of Elizabeth Clarke and is awarded annually to a student born in the United States or any of its territories. (1948)

The Class of 1903 Scholarship Fund was established by a gift on the occasion of the 50th reunion of the class. The income from this Fund is to be awarded annually to a member of the first-year, sophomore or junior class for use in the sophomore, junior or senior years. (1953)

The Class of 1922 Memorial Scholarship Fund was established at the suggestion of members of the Class of 1922 as a perpetual class fund to which members of the class can continue to contribute. (1972)

The Class of 1939 Memorial Fund was established by the Class of 1939 to provide unrestricted scholarship support. (1985)

The Class of 1943 Scholarship Fund was established by gifts from the James H. and Alice I. Goulder Foundation, Inc., of which Alice Ireman Goulder '43 and her husband are officers. Members of the Class of 1943 and others add to the Fund, which continues to grow, and it is hoped that eventually the yearly income will provide full scholarship aid for one or more students at Bryn Mawr. (1974)

The Class of 1944 Memorial Scholarship Fund was established by the Class of 1944 in memory of Jean Mungall and other deceased classmates. (1959)

The Class of 1958 Scholarship Fund was established by the Class of 1958 on the occasion of the 40th reunion of the class to provide undergraduate scholarship support. (1998)

The Julia Cope Collins Scholarship was established by bequest from the estate of Julia Cope Collins, Class of 1889. (1959)

The Alice Perkins Coville Scholarship Fund was established by Agnes Frances Perkins, Class of 1898, in honor of her sister, Alice Perkins Coville. (1948)

The Regina Katharine Crandall Scholarship was established by a group of her students as a tribute to Regina Katharine Crandall, Margaret Kingsland Haskell Professor of English Composition from 1918 to 1933. The income from this fund is awarded to a sophomore, junior or senior who in her written English has shown ability and promise and who needs assistance to continue her college work. (1950)

The Louise Hodges Crenshaw Memorial Scholarship Fund. The Army Emergency Relief Board of Managers approved a gift of $10,000 representing a part of a bequest to them from Evelyn Hodges, Mrs. Crenshaw's sister. The income is to be used to provide scholarships for dependent children of Army members meeting A.E.R. eligibility requirements. (1978)

The Raymond E. and Hilda Buttenwieser Crist '20 Scholarship Fund was established by Raymond E. Crist to provide scholarship support for incoming or returning students who have financial need and are academically outstanding. (1989)

The Annie Lawrie Fabens Crozier Scholarship Award was established by a gift from Mr. and Mrs. Abbott P. Usher in memory of Mrs. Usher's daughter, Annie Lawrie Fabens Crozier '51. The Scholarship is to be awarded to a junior or senior of distinction who is majoring in English. (1960)

The Rebecca Taylor Mattson Darlington Scholarship Fund was established by members of her family in memory of Rebecca Taylor Mattson Darlington, Class of 1896. (1968)

The Louise Dickey Davison Fund was established by R. John Davison and Roderic H. Davison in memory of Louise Dickey Davison '37, M.A. '38. The Fund provides undergraduate financial aid support, with preference to students in Classical and Near Eastern Archaeology or Classics. (1995)

The Frances de Graaff Memorial Scholarship Fund was established with gifts from family and friends of Frances de Graaff, Professor Emeritus of Russian, to establish a fund in her memory. The Fund supports study abroad for undergraduate or graduate students in Russian. (1999)

The E. Merrick Dodd and Winifred H. Dodd Scholarship Fund was established by bequest of Dr. and Mrs. Dodd. (1953)

The Dolphin Scholarship is a full-tuition, four-year scholarship for an outstanding student from the New York City public schools, made possible by an anonymous donor. (1984)

The Josephine Devigne Donovan Memorial Fund was established from gifts from the family and friends of Josephine Devigne Donovan '38, in her memory. It provides scholarship support for an undergraduate studying in France during her junior year. (1996)

The Lincoln and Clarissa Dryden Fund for Paleontology was established by Clarissa Dryden '32, M.A. '35. This endowed Fund supports activities in paleontology, including research, education, travel and undergraduate financial aid. Preference for financial aid is to be given to students in paleontology, geology, environmental studies and archaeology. (1995)

The Ida L. Edlin Scholarship Fund was established by a bequest from the estate of Ida L. Edlin. The income is to be used for scholarships for deserving students in fine arts or humanities. (1976)

The Ellen Silberblatt Edwards Scholarship Fund was established by friends, family and classmates of Ellen Silberblatt Edwards '64 to honor her memory. The Scholarship is to

be awarded to an entering student, preferably from New York City, whose promise of success at Bryn Mawr is not necessarily shown in conventional ways. (1994)

The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Memorial Scholarship was established by Edward W. Evans in memory of Evelyn Flower Morris Cope '03 and Jacqueline Pascal Morris Evans '08. The fund provides unrestricted scholarship support. (1958)

The Ellen Winsor and Rebecca Winsor Evans Memorial Scholarship Fund was established by bequests by both Ellen Winsor and Rebecca Winsor Evans. The Scholarship is to be awarded to a resident African-American student. (1959)

The Faculty/Staff Minority Scholarship Fund was established by gifts received from faculty and staff members in response to an appeal issued during the Campaign for Bryn Mawr to support scholarship aid for minority undergraduates. (1998)

The Marguerite N. Farley Scholarship Fund was established by a bequest of Marguerite N. Farley with preference to be given to foreign students. (1956)

The Helen Feldman Scholarship Fund was established by the Class of 1968 at their graduation and friends of Helen Feldman '68. The income from this Fund is to be used to support summer study in the Soviet Union. (1968)

The Donita Ferguson Scholarship Fund was established by a bequest from the estate of Donita Ferguson Borden '32. The Fund provides unrestricted scholarship support. (1987)

The Frances C. Ferris Scholarship Fund was established by a bequest from the estate of Frances C. Ferris. The income from this Fund is to be used to assist Friends who would otherwise be unable to attend Bryn Mawr College. (1977)

The Anna Long Flanagan Scholarship Fund was established by a gift from Anna Long Flanagan '06 on the occasion of the 55th reunion of the class. The income is to be used to provide scholarships for Protestant students. (1961)

The Reginald S. and Julia W. Fleet Foundation Scholarship Fund was established by gifts from the Reginald S. and Julia W. Fleet Foundation. (1974)

The Alice Downing Hart Floyd Scholarship Fund was established by a bequest from the estate of Olive Floyd '22. The Scholarship is awarded for four years to a student with high academic potential and achievement and a well-rounded personality, preferably from New England. (1986)

The Cora B. Fohs and F. Julius Fohs Perpetual Scholarship Fund was established by a gift from the Fohs Foundation. (1965)

The Folly Ranch Fund was established by an anonymous gift, the income from which is to be used for graduate and undergraduate scholarships in honor of Eleanor Donnelley Erdman '21, Clarissa Donnelley Haffner '21, Elizabeth P. Taylor '21 and Jean T. Palmer '24. (1974)

The William Franklin Scholarship Fund was established by a bequest from Susan B. Franklin, Class of 1889. The income from this Fund is to be used for scholarships for deserving girls, preference being given whenever possible to girls from the Rogers High School, Newport, Rhode Island. (1957)

The Edgar M. Funkhouser Memorial Scholarship Fund was established from his estate by Anne Funkhouser Francis '33. Awards may vary in amount up to full tuition and be tenable for four years, preference being given first to residents of southwest Virginia, and thereafter to students from District IV eligible for aid in any undergraduate year. (1964)

The Helen Hartman Gemmill Fund for Financial Aid was established by a bequest from Helen Hartman Gemmill '38 to support undergraduate scholarships. (1999)

The Helen Hartman Gemmill Scholarship for students majoring in English has been funded by the Warwick Foundation since 1967. In addition, Helen Hartman Gemmill '38 made a gift on the occasion of her 40th reunion to establish an endowed fund for undergraduate scholarships. (1978)

The Hazel Goldmark Fund was established by the family of Hazel Seligman Goldmark '30 with a gift from Hazel Goldmark's estate. Although she did not provide for the College in her will, Mrs. Goldmark told her daughters of her wish to give a gift to Bryn Mawr. Because she worked for many years in the New York Bryn Mawr Bookstore to raise money for scholarships, the College administration recommended that the gift be used for financial aid for students. (1991)

The Barbara and Arturo Gomez Scholarship Fund was established by Barbara Baer Gomez '43, MA '44, and her husband, Arturo Gomez, to provide scholarship assistance to Mexican undergraduates. (1996)

The Phyllis Goodhart Gordan Scholarship Fund was established by gifts from the Class of 1935 in honor of Phyllis Goodhart Gordan '35. The Fund is used to support scholarships with preference given to students in the languages. (1985)

The Michel Guggenheim Scholarship Fund was established by friends of Michel Guggenheim to honor him on the occasion of his retirement. The Fund will support scholarships for students attending the Institut d'Etudes Françaises d'Avignon. (1998)

The Habsburg, Feldman Scholarship Fund was established by Habsburg, Feldman Fine Art Auctioneers to support scholarship aid for students who demonstrate excellence in the study of history of art. (1990)

The Edith Rockwell Hall Scholarship Fund was established by a bequest from the estate of Florence R. Hall in memory of her sister Edith Rockwell Hall, Class of 1892. (1977)

The Anna Hallowell Memorial Scholarship was founded in memory of Anna Hallowell by her family. The income is awarded annually to the junior in need of aid who has the highest academic record. (1912)

The Alice Ferree Hayt Memorial Prize was established by a bequest from the estate of Effie Todd Hayt in memory of her daughter, Alice Ferree Hayt. The income of the fund is to be awarded annually to one or more students of the College in need of financial assistance for their personal use. (1977)

The Nora M. and Patrick J. Healy Scholarship Fund was established when family and friends of Patrick Healy, father of Margaret (Ph.D. '69) and Nora (M.S.S. '73), made gifts to the Nora M. Healy Fund in his memory. The Nora M. Healy Fund was established in 1982 with memorial gifts received for Mrs. Healy, Patrick's wife. The purpose of the Fund is financial aid for students with preference given to students from either of the graduate schools. (1989)

The William Randolph Hearst Scholarship for Minority Students was established by grants from The Hearst Foundation, Inc. to endow an undergraduate scholarship fund for minority students. (1992)

The Katharine Hepburn Scholarship, first given for the year 1969-70, is awarded annually in honor of Katharine Hepburn '28 to a student interested in the study of drama and motion pictures and in the cultivation of English diction and literary appreciation. (1952)

The Katharine Houghton Hepburn Memorial Scholarship was given in memory of Katharine Houghton Hepburn, Class of 1900. The income from this fund is awarded for the junior or senior year to a student or students who have demonstrated both ability in her or their chosen field and independence of mind and spirit. (1958)

The Annemarie Bettmann Holborn Fund was established by Hanna Holborn Gray '50 and her husband, Charles Gray, in honor of Mrs. Gray's mother, Annemarie Bettmann

Holborn. The income from the Fund is to be used for scholarship and fellowship aid to undergraduate or graduate students in the field of classics, including classical archaeology. (1991)

The George Bates Hopkins Memorial Scholarships were founded by a gift from Mrs. Elizabeth Hopkins Johnson in memory of her father. Preference is given to students of music and, in default of these, to students majoring in history and thereafter to students in other departments. (1921)

The Maria Hopper Scholarships, two in number, were founded by bequest under the will of Maria Hopper of Philadelphia and are awarded annually. The income from this fund is used for aid to sophomores. (1901)

The Leila Houghteling Memorial Scholarship Fund was founded in memory of Leila Houghteling '11 by members of her family and a group of her contemporaries. It is awarded every three years on the nomination of the Alumnae Scholarship and Loan Fund Committee to a member of the freshman class and is held during the remaining three years of her college course. (1929)

The Shippen Huidekoper Scholarship Fund was established by an anonymous gift. The income is awarded annually on the nomination of the president. (1936)

The Evelyn Hunt Scholarships, two in number, were founded in memory of Evelyn Hunt by a bequest under the will of Evelyn Ramsey Hunt, Class of 1898. (1931)

The Lillia Babbitt Hyde Scholarship Fund was established by gifts from the Lillia Babbitt Hyde Foundation to establish the Lillia Babbitt Hyde Scholarship for award, in so far as possible, to students whose major subject will lead to a medical education or a scientific education in chemistry. (1963)

The Jane Lilley Ireson Scholarship was established by a bequest of Jennie E. Ireson in honor of her mother, Jane Lilley Ireson. The income from this fund is awarded to worthy students who require financial assistance. (1959)

The Alice Schlosberg Isador Fund for the Study of French was established by Alice Schlosberg Isador to provide support for a meritorious and needy student of French who is interested in teaching, to study abroad in the summer at the Institut d'Etudes Françaises d'Avignon or an accredited Junior Year Abroad Program during the academic year. (1995)

The Alice Day Jackson Scholarship Fund was given by the late Percy Jackson in memory of his wife, Alice Day Jackson '02. The income from this Fund is awarded annually to an entering student. (1930)

The Elizabeth Bethune Higginson Jackson Scholarship Fund was established by gifts in memory of Elizabeth Bethune Higginson Jackson, Class of 1897, by members of her family and friends. The income from the Fund is to be used for scholarships for undergraduate students as determined by the College Scholarship Committee. (1974)

The E. Wheeler and Florence Jenkins Scholarship Fund was established by a bequest of Dorothy DeG. Jenkins '20 in memory of her parents. The Fund is used for scholarships, with preference given to students in the Departments of Mathematics or Physics. (1981)

The Henrietta C. Jennings Scholarship Fund was established with remainder interest of a Living Income Agreement provided by Henrietta C. Jennings. (1984)

The Pauline Jones Scholarship Fund was established by friends, students, and colleagues in honor of Pauline Jones '35 upon the occasion of her retirement after five decades of service to the College. The Fund provides financial aid to either undergraduate French majors or graduate students in French. (1985)

The Kate Kaiser Scholarship Fund was established by Ruth Kaiser Nelson '58 in honor of her mother, Kate Kaiser. The Fund provides scholarship support, with preference given to non-traditional-age students. (1991)

The Sue Mead Kaiser Scholarship Fund was established by the alumnae of the Bryn Mawr Club of Northern California and other individuals in memory of Sue Mead Kaiser '31. (1974)

The Kathryn M. Kalbfleisch and George C. Kalbfleisch Scholarship Fund was established under the will of Kathryn M. Kalbfleisch '24. (1972)

The Alice Lovell Kellogg Fund was founded by a bequest by Alice Lovell Kellogg '03 to provide scholarships for deserving students. (1965)

The Minnie Murdoch Kendrick Memorial Scholarship, tenable for four years, was founded by bequest of George W. Kendrick Jr., in memory of his wife. It is awarded every four years to a candidate nominated by the Alumnae Association from the Philadelphia High School for Girls. (1916)

The Misses Kirk Scholarship Fund was founded in honor of the Misses Kirk by the Alumnae Association of the Kirk School in Bryn Mawr. (1929)

The Kopal Scholarship Fund was established by gifts from Zdenka Kopal Smith '65 and her family to honor the memory of Zdenek Kopal and Eva M. Kopal. The scholarship was conceived of by Zdenka's late sister, Eva M. Kopal '71, to honor her

father, astronomer Zdenek Kopal (1914-1993). The income supports undergraduate scholarships. (2001)

The Catharine J. Korman Scholarship Fund was established by a bequest from the estate of Catharine J. Korman '17 to provide unrestricted scholarship support. (1986)

The Laura Schlageter Krause Scholarship Fund was established by the gift of Laura Schlageter Krause '43 to provide financial support for undergraduates in the humanities. (1998)

The Charlotte Louise Belshe Kress Scholarship Fund was established by bequest of Paul F. Kress in memory of his wife, Charlotte Louise Belshe Kress '54. The Scholarship is to be awarded to an undergraduate. (1994)

The Ida E. Richardson, Alice H. Richardson and Edward P. Langley Scholarship Fund was established by bequest under the will of Edward P. Langley. (1969)

The Minor W. Latham Scholarship Fund was established by a bequest from the estate of John C. Latham in memory of his sister, Minor W. Latham, a graduate student at Bryn Mawr in 1904. The scholarships provide tuition, living expenses and extras for one or more financially-needy students from the South who will be or are majoring in English literature. (1984)

The Marguerite Lehr Scholarship Fund was established through gifts made by former students and friends of Marguerite Lehr, Ph.D. '25, a member of the Bryn Mawr faculty from 1924 to 1967. The income from this Fund supports needy undergraduate students who have demonstrated excellence in the field of mathematics. (1988)

The Clara Bertram Little Memorial Scholarship was founded by Eleanor Little Aldrich '05 in memory of her mother. The income is awarded to an entering student from New England on the basis of merit and financial need. (1947)

The Louise Steinhart Loeb Scholarship Fund was established by a gift from the Louise and Henry Loeb Fund at Community Foundations, Inc. at the direction of Louise Steinhart Loeb '37. The income supports undergraduate scholarships. (2001)

The Mary Anna Longstreth Memorial Scholarship was given in memory of Mary Anna Longstreth by alumnae and children of alumnae of the Mary Anna Longstreth School and by a few of her friends. (1912)

The Lorenz-Showers Scholarship Fund was established by Justina Lorenz Showers '07 in honor of her parents, Edmund S. Lorenz and Florence K. Lorenz, and her husband, John Balmer Showers. (1943)

The Alice Low Lowry Memorial Scholarship Fund was established by gifts in memory of Alice Low Lowry '38 by members of her family and friends. The income is to be used for scholarships for undergraduate and graduate students. (1968)

The Lucas Scholarship Fund was established by Diana Daniel Lucas '44 in memory of her parents, Eugene Willett van Court Lucas Jr. and Diana Elmendorf Richards Lucas, her brother, Peter Randell Lucas, and her uncle, John Daniel Lucas. The Fund provides unrestricted scholarship support. (1985)

The Katharine Mali Scholarship Fund was established by a bequest of Katharine Mali '23 for undergraduate scholarships. (1980)

The Helen Taft Manning Scholarship Fund was established by Julia Bolton Fleet '43 through a gift from the Reginald and Julia B. Fleet Foundation in memory of Helen Taft Manning '15. The income from this Fund provides unrestricted undergraduate scholarship support. (1987)

The Lula M. Margetis Scholarship Fund was established by a bequest of Lula M. Margetis, a graduate student at the College in 1939. It is for scholarships for students in the Department of Classical Languages. (1996)

The Dorothy Nepper Marshall Scholarship Fund was established by a bequest from the estate of Dorothy Nepper Marshall, Ph.D. 1944, to provide unrestricted scholarship support. (1986)

The Katherine McClatchy McAnaney Memorial Scholarship Fund was established by a bequest under the will of Francis A. McAnaney, husband of Katherine McClatchy McAnaney '35, for undergraduate scholarship support. (1993)

The Katharine E. McBride Endowed Scholarship Fund was established with an initial challenge gift from an anonymous McBride alumna. Gifts from alumnae and friends during a two-year fundraising effort, which included a second challenge from Susan Ahlstrom '93 and Bill Ahlstrom, combined to establish an endowed scholarship fund. The income provides scholarship support for students with financial need enrolled in the McBride Scholars Program. The recipients are selected by the Director of Financial Aid in consultation with the Dean of the McBride Scholars Program, with preference given to sophomores, juniors or seniors. (2001)

The Katharine E. McBride Undergraduate Scholarship Fund was established by a gift made by Gwen Davis '54. It has been added to by others in honor of Miss McBride. (1970)

The Gertrude Howard Honor McCormick Scholarship Fund was established by gift of the late Gertrude Howard Honor McCormick. The Scholarship is awarded to a student of excellent standing, preferably for her freshman year. If she maintains excellent work in college, she may continue to receive scholarship aid through her sophomore, junior and senior years. (1950)

The Margaret Hines McKenzie Scholarship Fund was established by bequest of Margaret Hines McKenzie '30 to provide scholarship support for undergraduate women from the southern states, with preference to the state of North Carolina. (1993)

The Anne Cutting Jones and Edith Melcher Scholarship Fund was established by a bequest of Anne Cutting Jones and Edith Melcher for a student in the Department of French. (1971)

The Midwest Scholarship Endowment Fund was established by alumnae from District VII in order "to enlarge the benefits which can be provided for able students from the Midwest." (1974)

The Beatrice Miller Memorial Scholarship Fund was established by a bequest of Beatrice Miller Ullrich '13. (1969)

The Elinor Dodge Miller Scholarship Fund was established by the Miller and Chevalier Charitable Foundation in memory of Elinor Dodge Miller '02. The Fund provides scholarship support to students of good moral character and honorable conduct whose past scholarship records are meritorious. (1959)

The Karen Lee Mitchell '86 Scholarship Fund was established in memory of Karen Lee Mitchell '86 by her parents. The Fund provides scholarship support for students of English literature with a special interest in women's studies, a field of particular concern to their daughter, Karen. (1992)

The Jesse S. Moore Foundation Fund was established by Caroline Moore '56 for post-college women with financial need who have matriculated at Bryn Mawr through the Katharine E. McBride Scholars Program. (1982)

The Constance Lewis and Martha Rockwell Moorhouse 1904 Memorial Scholarship Fund was established by the Class of 1904 in memory of their classmates, Constance Lewis and Martha Rockwell Moorhouse. (1920)

The Margaret B. Morison Scholarship Fund was established by a bequest of Margaret B. Morison '07. The Fund gives preference to graduates of the Bryn Mawr School in Baltimore, Maryland. (1981)

The Mary McLean and Ellen A. Murter Memorial Fund was founded in memory of her two aunts by bequest of Mary E. Stevens of Germantown, Philadelphia. The income is used for an annual scholarship. (1933)

The Frank L. Neall and Mina W. Neall Scholarship Fund was established by a legacy from the estate of Adelaide W. Neall '06 in memory of her parents. (1957)

The New Hampshire Scholarship Fund was established by the Spaulding-Potter Charitable Trust. A matching fund was raised by contributions from New Hampshire alumnae. Income from the two funds is awarded each year to an undergraduate from New Hampshire. (1964)

The Alice F. Newkirk Scholarship Fund was founded by bequest of Alice F. Newkirk, graduate student in 1910-12 and 1919-20. (1965)

The Patricia McKnew Nielsen Scholarship Fund was established by Patricia McKnew Nielsen '43. The Fund supports scholarships for undergraduate students, with preference given to psychology majors. (1985)

The Bertha Norris Bowen and Mary Rachel Norris Memorial Scholarship Fund was established by bequest under the will of Mary Rachel Norris '05, B.A. '06, M.S. '11 in memory of Bertha Norris Bowen, who for many years was a teacher in Philadelphia. (1971)

The Mary Frances Nunns Scholarship Fund was established by a bequest under the will of Mary Frances Nunns. (1960)

The Pacific Northwest Scholarship Fund was established by a gift from Natalie Bell Brown '43. Preference is given to students from the Pacific Northwest. (1976)

The Jane M. Oppenheimer Scholarship Fund was established by a bequest of James H. Oppenheimer in honor of his daughter, Jane M. Oppenheimer '32, William R. Kenan Jr. Professor Emeritus of Biology and History of Science. The Fund is to provide scholarships for students in the Department of Biology, with preference to be given to Jewish students. (1997)

The Marie Hambalek Palm '70 Memorial Scholarship Fund was established by the gifts of Gregory Palm and the family and friends of Marie Hambalek Palm '70, in her memory, to provide financial aid for undergraduates. (1998)

The Florence Morse Palmer Scholarship was founded in memory of Florence Morse Palmer by her daughter, Jean T. Palmer '24. (1954)

The Margaret Tyler Paul Scholarship was established by the 40th reunion gift from the Class of 1922. (1963)

The Fanny R. S. Peabody Scholarship Fund was established by bequest of Fanny R. S. Peabody. The income from the Peabody Fund is awarded to students from the western states. (1942)

The Delia Avery Perkins Scholarship was established by bequest from Delia Avery Perkins '00. Mrs. Perkins was chairman of the New Jersey Scholarship Committee for a number of years. The income from this fund is to be awarded to freshman students from Northern New Jersey. (1965)

The Ruth Peters '28 Endowed Scholarship was established by a bequest of Mary Peters Fieser '30, in memory of her sister, Ruth Peters '28. The Fund is to be used for undergraduate scholarships. (1997)

The Mary DeWitt Pettit Scholarship Fund was established by a gift from the Class of 1928 to honor their classmate and is used for student scholarship aid. (1978)

The Ethel C. Pfaff Scholarship Fund was established by a bequest from Ethel C. Pfaff '04. The income from this Fund is to be awarded to entering freshmen. (1967)

The Vinton Liddell Pickens '22 Scholarship Fund was established by Cornelia Pickens Suhler '47 in memory of her mother. The Fund provides support to undergraduates, with preference to students majoring in Fine Arts or the Growth and Structure of Cities, or concentrating in Environmental Studies. (1995)

The Mary H. Plaut '42 and Alice S. Plaut '08 Scholarship Fund was established by a bequest of N. Michael Plaut in honor of his wife, Mary B. Hollis Plaut '42, and his mother, Alice S. Plaut '08. The Fund provides scholarships for undergraduates from New Hampshire, with preference to students from public schools in Cheshire County, New Hampshire. (1997)

The Louise Hyman Pollak Scholarship was founded by the Board of Trustees from a bequest by Louise Hyman Pollak '08. The income from this fund, which has been supplemented by gifts from the late Julian A. Pollak and his son, David Pollak, is awarded annually to an entering student from one of the central states, east of the Mississippi River. Preference is given to residents of Cincinnati. (1932)

The Porter Scholarship Fund was established by Carol Porter Carter '60 and her mother, Mrs. Paul W. Porter. The Fund supports a returning student by providing funds for books or living expenses. (1985)

The Anna M. Powers Memorial Scholarship was founded in memory of Anna M. Powers by a gift from her daughter, Mrs. J. Campbell Harris. It is awarded annually to a senior. (1902)

The Anna and Ethel Powers Memorial Scholarship was established by a gift in memory of Anna Powers, Class of 1890, by her sister, Mrs. Charles Merrill Hough. The fund has been re-established in memory of both Anna Powers and her sister, Mrs. Hough (Ethel Powers), by Nancy Hough Smith '25. (1919)

The Thomas H. Powers Memorial Scholarship was founded in memory of Thomas H. Powers by bequest under the will of his daughter, Mrs. J. Campbell Harris. It is awarded annually to a senior. (1902)

The Patricia A. Quinn Scholarship Fund was established by Joseph J. Connolly in honor of his wife, Patricia Quinn Connolly '91. The Fund provides financial aid to an undergraduate student who has graduated from a high school of the Catholic Archdiocese of Philadelphia. The Quinn Scholarship can also be awarded to a student with financial need in the Katharine E. McBride Scholars Program, or to another non-traditional age student at the College, if in a given year no students meet the above criteria. (1991)

The Caroline Remak Ramsay Scholarship Fund was established with a gift from Caroline Remak Ramsay '25 to provide scholarship support for undergraduate students in the social sciences. (1992)

The James E. Rhoads Memorial Scholarships were founded in memory of the first president of the College, Dr. James E. Rhoads, by the Alumnae Association of Bryn Mawr College. The income is awarded annually to two students. The James E. Rhoads Memorial Junior Scholarship is awarded to a student who has attended Bryn Mawr for at least three semesters, has done excellent work and expresses her intention of fulfilling the requirements for the degree of Bachelor of Arts at the College. The James E. Rhoads Memorial Sophomore Scholarship is awarded to a student who has attended Bryn Mawr College for at least one semester and who also meets the above conditions. (1898)

The Amelia Richards Scholarship was founded in memory of Amelia Richards '18 by bequest of her mother, Mrs. Lucy P. Wilson. It is awarded annually by the trustees on the nomination of the president. (1921)

The Maximilian and Reba E. Richter Scholarship Fund was established by bequest of Max Richter, father of Helen Richter Elser '13. The income from this Fund is to be used to provide assistance for one or more students in obtaining either an academic or professional degree. The Fund shall be administered on a non-sectarian basis to such applicants as are deemed worthy by habits of character and scholarship. No promises of

repayment shall be exacted, but it is hoped that students so benefited will desire, when possible, to contribute to the Fund in order that similar aid may be extended to others. Such students shall be selected from among the graduates of public high schools or public colleges in New York city. (1961)

The Alice Mitchell Rivlin Scholarship Fund was established through a gift from an anonymous donor in honor of Alice Mitchell Rivlin '52. The income from the Fund supports undergraduate scholarships. (1996)

The Nancy Perry Robinson Memorial Scholarship Fund was established by a gift from Mrs. Huston B. Almond of Philadelphia in memory of her godchild, Nancy Perry Robinson '45. The income of the Fund is to be awarded annually to an undergraduate student, with preference being given to a student majoring in French. (1973)

The Marie L. Rose Huguenot Scholarship makes $1,000 a year available to students of Huguenot ancestry nominated by the College for award by The Huguenot Society of America. Special application forms are available from the College's Office of Financial Aid.

The Margaret LaFoy Rossiter and Mabel Gibson LaFoy Fund was established by Margaret LaFoy Rossiter, M.A. '38, Ph.D. '41 and her husband. The Fund provides scholarship support, with preference to women in the Graduate School of Arts and Sciences, and may be used to support able junior or senior undergraduates. (1994)

The Edith Rondinella Rudolphy Memorial Scholarship Fund was established by a bequest of Elisabeth L. Rondinella in memory of her daughter Edith Rondinella Rudolphy '19. The income from the Fund is to be used for the lodging, board and tuition of deserving students. (1992)

The Ruth L. Sampter Fund was established by the bequest of Ruth L. Sampter to support deserving students in the Department of English, especially those with an interest in poetry. (1989)

The Serena Hand Savage Memorial Scholarship was established in memory of Serena Hand Savage '22 by her friends. It is awarded to a member of the junior class who shows great distinction of scholarship and character. This scholarship may be renewed in the senior year. (1951)

The J. Henry Scattergood Scholarship Fund was established by a gift from the Friends' Freedmen's Association to be used for undergraduate scholarships for African-American students. (1975)

The Constance Schaar Scholarship Fund was established by the parents and friends of Constance Schaar '63. The Class of 1963 added their first reunion gift to this Fund. (1964)

The Scholarship Endowment Fund was established by a gift from Constance E. Flint to support undergraduate scholarships. (1970)

The Zella Boynton Selden Scholarship Fund was established in memory of Zella B. Selden '20 in recognition of her many years of devoted work with the New York and Southern Connecticut Regional Scholarship Committee. (1976)

The Judith Harris Selig Scholarship Fund was established in memory of Judith Harris Selig '57 by members of her family, classmates and friends. In 1970 the Fund was increased by a further gift from her parents, Dr. and Mrs. Herman S. Harris. (1968)

The Mary Williams Sherman Memorial Scholarship Fund was established by bequest of Bertha Williams of Princeton, New Jersey. (1942)

The Frances Marion Simpson Scholarships, carrying up to full tuition and tenable for four years, were founded in memory of Frances Simpson Pfahler '06 by Justice Alexander Simpson Jr. One scholarship is awarded each year to a member of the entering freshman class. In awarding these scholarships preference is given first to residents of Philadelphia and Montgomery Counties, who have been prepared in the public schools of these counties; thereafter, under the same conditions, to residents to other counties of Pennsylvania and, in special cases, to candidates from other localities. Holders of these scholarships are expected to repay the sums advanced to them. (1912)

The Lillian Seidler Slaff Scholarship Fund was established in memory of Lillian Seidler Slaff '40 to provide an award to a member of the junior class for outstanding work in the social sciences. (1980)

The Gertrude Slaughter Scholarship Fund was established by bequest of Gertrude Taylor Slaughter, Class of 1893. The income on this Fund is to be awarded preferably to students of Greek or Latin. (1964)

The Anna Margaret Sloan and Mary Sloan Scholarships were founded by bequest of Mary Sloan of Pittsburgh. The income is awarded annually to students majoring in philosophy or psychology. (1942)

The Smalley Foundation Scholarship is made possible by a grant from The Smalley Foundation, awarded in honor of Elisa Dearhouse Doyle '85 to provide an annual scholarship for an undergraduate. (1995)

The W. W. Smith Scholar Grants are made possible by the W. W. Smith Charitable Trust. The scholarships are awarded to needy, full-time undergraduate students in good academic standing, and may be awarded to the same student for two or more years. (1978)

The Cordelia Clark Sowden Scholarship Fund was established by a bequest from Helen C. Sowden. (1957)

The C. V. Starr Scholarship Fund was established by a grant from the Starr Foundation to provide scholarship support with preference to undergraduate students. (1988)

The Marian Frances Statler Fund was established by bequest of Ellsworth Morgan Statler in honor of his sister Marian Frances Statler '02. The income from this Fund supports undergraduate scholarships. (1988)

The Amy Sussman Steinhart Scholarship, carrying full tuition, was founded in memory of Amy Sussman Steinhart '02 by her family and friends. The income is awarded annually to an entering student from one of the states on the west coast. (1932)

The Mary E. Stevens Scholarship Fund was given in memory of Mary E. Stevens by former pupils of the Stevens School in Germantown. The scholarship is awarded annually to a junior. (1897)

The Anna Lord Strauss Scholarship and Fellowship Fund was established by a gift from Anna Lord Strauss to support graduate and undergraduate students who are interested in fields leading to public service or which involve education in the process of government. (1976)

The Summerfield Foundation Scholarship was established by a gift from the Solon E. Summerfield Foundation. The income from this fund is to be used to assist able students who need financial help to continue their studies. (1958)

The Mary Hamilton Swindler Scholarship for the study of archaeology was established in honor of Mary Hamilton Swindler, Professor of Classical Archaeology from 1931 to 1949, by a group of friends and former students. (1950)

The Elizabeth P. Taylor Scholarship Fund was established by a bequest from Elizabeth P. Taylor '21. (1960)

The Marion B. Tinaglia Scholarship Fund was established by a gift from John J. Tinaglia in memory of his wife, Edith Marion Brunt Tinaglia '45. (1983)

The Ethel Vick Wallace Townsend Memorial Fund was established by Elbert S. Townsend in memory of his wife, Ethel Vick Wallace Townsend '08. The income from this Fund, held by the Buffalo Foundation, is to be used for undergraduate scholarships. (1967)

The Kate Wendell Townsend Memorial Scholarship was established by a bequest from Katharine W. Sisson '20 in memory of her mother. The income is to be awarded annually to an undergraduate, preferably from New England, who has made a definite contribution to the life of the College in some way besides scholastic attainment. (1978)

The Hope Wearn Troxell Memorial Scholarship was established by the Bryn Mawr Club of Southern California in memory of Hope Wearn Troxell '46. The income from this Fund is to be used for undergraduate scholarships with preference to be given to students from Southern California. (1998)

The Ruth Peckham Tubby Scholarship Fund was established by Ruth Peckham Tubby '24 and her mother, Mary P. Tubby, for undergraduate scholarships. This Fund gives preference to the daughters of members of the Armed Forces of the United States of America, whether active or retired. (1997)

The Florence Green Turner Scholarship Fund was established by Florence Green Turner '26 for scholarship support for needy students. (1991)

The Anne Hawks Vaux Scholarship Fund was founded in her memory by her husband, George Vaux, and added to by some of her friends. The income is to be awarded annually to a student in need of financial aid. (1979)

The Elizabeth Gray Vining Scholarship Fund was established by gifts from over 100 alumnae and friends of the College in Japan in honor of Elizabeth Vining '23, former tutor to the Crown Prince. The purpose of this Fund is to support Bryn Mawr alumnae, graduate students or faculty members who desire to do academic research in Japan or to have direct contact with Japanese culture. (1973)

The Mildred and Carl Otto von Kienbusch Fund was established by bequest of C. Otto von Kienbusch. (1976)

The Mildred Clarke Pressinger von Kienbusch Fund was established by C. Otto von Kienbusch in memory of his wife, Mildred Clarke Pressinger von Kienbusch, Class of 1909. (1968)

The Mary E. G. Waddell Scholarship Fund was established by a bequest from the estate of Mary E. G. Waddell. The income from this Fund is to be used for scholarships for

undergraduates and graduate students interested in the study of mathematics who are daughters of American citizens of Canadian descent. (1972)

The Julia Ward Scholarship Fund was established by a gift for a scholarship in memory of Julia Ward '23 by one of her friends and by additional gifts from others. The income is to be used for undergraduate scholarships. (1963)

The Eliza Jane Watson Scholarship Fund was established by gifts from the John Jay and Eliza Jane Watson Foundation. The income from this Fund is to be used to assist one or more students to meet the cost of tuition. (1964)

The Elizabeth Wilson White Memorial Scholarship was founded in memory of Elizabeth Wilson White by a gift from Thomas Raeburn White. It is awarded annually by the president. (1923)

The Susan Opstad White '58 Scholarship Fund was established by Mrs. Raymond Opstad in honor of her daughter, Susan Opstad White '58. The Scholarship is awarded annually to a deserving student in need of financial help. (1987)

The Thomas Raeburn White Scholarships were established by Amos and Dorothy Peaslee in honor of Thomas Raeburn White, trustee of the College from 1907 until his death in 1959, counsel to the College throughout these years, and president of the trustees from 1956 to 1959. The income from the fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

The Ruth Whittredge '25 Scholarship Fund was established by Ruth Whittredge '25 to provide financial aid to students, with preference given to graduate students. (1986)

The Anita McCarter Wilbur Scholarship Fund was established by a bequest of Anita McCarter Wilbur '43, A.B. '83 for scholarship support. (1996)

The Mary R. G. Williams Scholarship Fund was established by a bequest of Mary R. G. Williams. The income is used for emergency grants to women who are paying their way through college. (1958)

The Mary Peabody Williamson Scholarship was founded by bequest of Mary Peabody Williamson '03. (1939)

The Rebecca Winsor Evans and Ellen Winsor Memorial Scholarship Funds were established by a bequest of Rebecca Winsor Evans and Ellen Winsor for resident African-American students. (1959)

The Marion H. Curtin Winsor Memorial Scholarship was established by a bequest of Mary Winsor in memory of her mother. The income on this fund is to be awarded to a resident African-American student. (1959)

The Mary Winsor Scholarship in Archaeology was established by a bequest under the will of Mary Winsor. (1959)

The Allegra Woodworth '25 Scholarship Fund was established by Mary Katharine Woodworth '24 in memory of her sister. A bequest from Mary Woodworth increased the size of the Fund and expanded its purpose in 1989. The Scholarship is to be awarded annually to a student with a compelling interest in history and world affairs, history of art, or English literature. (1990)

The Mary K. Woodworth '24 and Allegra Woodworth '25 Scholarship Fund was established by a bequest of Mary Katharine Woodworth '24. The scholarship is awarded annually to a student with a compelling interest in history and world affairs, history of art, or English literature. (1989)

The Gertrude Miller Wright Scholarships were established under the will of Dorothy M. Wright '31 for needy students of Bryn Mawr College. (1972)

The Lila M. Wright Memorial Scholarship was founded in her memory by gifts from the alumnae of Miss Wright's School of Bryn Mawr. (1934)

The Margaret W. Wright and S. Eric Wright Scholarship Fund was established by a bequest from the estate of Margaret White Wright '43. The Fund provides financial aid to needy students of Quaker lineage. (1985)

The Georgie W. Yeatman Scholarship was founded by bequest under the will of Georgie W. Yeatman of Philadelphia. (1941)

Scholarships for International Students

The Frances Porcher Bowles Memorial Scholarship Fund was established by donations from various contributors in memory of Frances Porcher Bowles '36. The income is used for scholarship aid to foreign students. (1985)

The Bryn Mawr/Africa Exchange Fund is an anonymous donation given to support scholarship aid to African students in the undergraduate College or graduate school of Bryn Mawr, for study and research in Africa by Bryn Mawr faculty and students, for lectures or lectureships at Bryn Mawr by visiting African scholars, statesmen, and artists, and for library and teaching materials for African studies at Bryn Mawr. (1973)

The Bryn Mawr Canadian Scholarship is raised and awarded each year by Bryn Mawr alumnae living in Canada. The Scholarship, varying in amount, is awarded to a Canadian student entering either the undergraduate College or graduate school. (1965)

The Chinese Scholarship comes, in part, from the annual income of a fund established by a group of alumnae and friends of the College in order to meet all or part of the expenses of a Chinese student during her four undergraduate years at Bryn Mawr College. (1978)

The Lois Sherman Chope Scholarship Fund was established by Lois Sherman Chope '49 with a gift made through the Chope Foundation. The purpose of the Fund is to provide undergraduate scholarship support for international students. (1992)

The Elizabeth Dodge Clarke Scholarship Fund was established by the Cleveland H. Dodge Foundation for support of international students. (1984)

The Barbara Cooley McNamee Dudley Scholarship Fund was established by a gift from Robin Krivanek, sister of Barbara Cooley McNamee Dudley '42, for financial aid to undergraduate and graduate students from foreign countries. (1983)

The Marguerite N. Farley Scholarships for foreign students were established by bequest of Marguerite N. Farley. The income from the fund is used for scholarships for foreign graduate and undergraduate students covering part or all of their expenses for tuition and residence. (1956)

The Susan Grimes Walker Fitzgerald Fund was established by a gift from Susan Fitzgerald '29 in honor of her mother, Susan Grimes Walker Fitzgerald, Class of 1893. It is to be used for foreign graduate and undergraduate students studying at Bryn Mawr or for Bryn Mawr students doing research abroad in the summer or during the academic year. (1975)

The Margaret Y. Kent Scholarship Fund was established by bequest of Margaret Y. Kent '08. It is to be used to provide scholarship assistance to foreign students. (1976)

The Lora Tong Lee Memorial Scholarship is awarded annually by the Lee Foundation, Singapore, to a Chinese student for tuition, room and board, in memory of Lora Tong Lee, M.A. '44. (1975)

The Middle East Scholarship Fund was established by a gift from Eliza Cope Harrison '58. The purpose of the Fund is to enable the College "to make scholarship awards to able students from a number of Middle Eastern Countries." (1975)

The Mrs. Wistar Morris Japanese Scholarship was established when the Japanese Scholarship Committee of Philadelphia, founded in 1893, turned over its assets to Bryn Mawr College. The income from this fund is to be used for scholarships for Japanese women. (1978)

The Special Trustee's Scholarship is awarded every four years to a foreign student. It carries free tuition and is tenable for four years. The Scholarship for students from foreign countries was first offered by the trustees in 1940.

The Harris and Clare Wofford International Fund is an endowed fund, the income only to be used to support the College's international activities, with emphasis on providing scholarships for international students at Bryn Mawr. (1978)

Prizes and Academic Awards

The following awards, fellowships, scholarships and prizes are awarded by the faculty and are given solely on the basis of academic distinction and achievement.

The Academy of American Poets Prize of $100, awarded in memory of Marie Bullock, the Academy's founder and president, is given each year to the student who submits to the Department of English the best poem or group of poems. The award was first made in 1957.

The Seymour Adelman Book Collector's Award is given each year to a student for a prize-winning collection on any subject, single author or group of authors, and may include manuscripts and graphics. (1980)

The Seymour Adelman Poetry Award was established by Daniel and Joanna Semel Rose, Class of 1952, to provide an award in honor of Seymour Adelman. The award is designed to stimulate further interest in poetry at Bryn Mawr. Any member of the Bryn Mawr community — undergraduate or graduate student, staff or faculty member — is eligible for consideration. The grant may be awarded to fund research in the history or analysis of a poet or poem, to encourage the study of poetry in interdisciplinary contexts, to support the writing of poetry or to recognize a particularly important piece of poetic writing. (1985)

The Horace Alwyne Prize was established by the Friends of Music of Bryn Mawr College in honor of Horace Alwyne, Professor Emeritus of Music. The award is presented annually to the student who has contributed the most to the musical life of the College. (1970)

The Bain-Swiggett Poetry Prize was established by a gift of Mr. and Mrs. Glen Levin Swiggett. This Prize is to be awarded by a committee of the faculty on the basis of the work submitted. (1958)

The Berle Memorial Prize Fund in German Literature was established by Lillian Berle Dare in memory of her parents, Adam and Katharina Berle. The income from the Fund is awarded annually to an undergraduate for excellence in German literature. Preference is given to a senior who is majoring in German and who does not come from a German background. (1975)

The Bolton Prize was established by the Bolton Foundation as an award for students majoring in the Growth and Structure of Cities. (1985)

The Bryn Mawr European Fellowship has been awarded each year since the first class graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year's study at a foreign university.

The Commonwealth Africa Scholarship was established by a grant from the Thorncroft Fund Inc. at the request of Helen and Geoffrey de Freitas. The income from this fund is used to send, for at least six months, a graduate to a university or college in Commonwealth Africa or a former British colony in Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. In 1994, the description of the Scholarship was changed to include support for current undergraduates. (1965)

The Robert L. Conner Undergraduate Fellowship Fund was established to provide an undergraduate biology fellowship for summer independent research in memory of Professor of Biology Robert L. Conner. (1991)

The Hester Ann Corner Prize for distinction in literature was established in memory of Hester Ann Corner, Class of 1942, by gifts from her family, classmates and friends. The award is made biannually to a junior or senior on the recommendation of a committee composed of the chairs of the Departments of English and of Classical and Modern Foreign Languages. (1950)

The Katherine Fullerton Gerould Memorial Prize was founded by a gift from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901 to 1910. The fund was increased by a bequest of one of her former students. It is awarded by a special committee to a student who shows evidence of creative ability in the fields of informal essay, short story and longer narrative or verse. (1946)

The Elizabeth Duane Gillespie Fund for Scholarships in American History was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American history, a second to a student doing advanced work in American history for an essay written in connection with that work. The income from this Fund has been supplemented since 1955 by annual gifts from the Society. (1903)

The Maria L. Eastman Brooke Hall Memorial Scholarship was founded in memory of Maria L. Eastman, principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts from the alumnae and former pupils of the school. It is awarded annually to the member of the junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1901)

The Charles S. Hinchman Memorial Scholarship was founded in the memory of the late Charles S. Hinchman of Philadelphia by a gift made by his family. It is awarded annually to a member of the junior class for work of special excellence in her major subjects and is held during the senior year. (1921)

The Sarah Stifler Jesup Fund was established in memory of Sarah Stifler Jesup, Class of 1956, by gifts from New York alumnae, as well as family and friends. The income is to be awarded annually to one or more undergraduate students to further a special interest, project or career goal during term time or vacation. (1978)

The Pauline Jones Prize was established by friends, students and colleagues of Pauline Jones, Class of 1935. The Prize is awarded to the student writing the best essay in French, preferably on poetry. (1985)

The Anna Lerah Keys Memorial Prize was established by friends and relatives in memory of Anna Lerah Keys, Class of 1979. The Prize is awarded to an undergraduate majoring in classical and Near Eastern archaeology. (1984)

The Sheelah Kilroy Memorial Scholarships in English were founded in memory of their daughter Sheelah by Dr. and Mrs. Phillip Kilroy. These prizes are awarded annually on the recommendation of the Department of English to a student for excellence of work in second-year or advanced courses in English. (1919)

The Helen Taft Manning Essay Prize in History was established in honor of Helen Taft Manning, in the year of her retirement, by her class (1915). The income is to be awarded as the Department of History may determine. (1957)

The McPherson Fund for Excellence was established through the generous response of alumnae/i, friends, and faculty and staff members of the College to an appeal issued in the fall of 1996. The Fund honors the achievements of President Emeritus Mary Patterson McPherson by providing support for fellowships for outstanding faculty members, staff members, and graduate and undergraduate students. (1997)

The Nadia Anne Mirel Memorial Fund was established by the family and friends of Nadia Anne Mirel '85. The Fund supports the research or travel of students undertaking imaginative projects in the following areas: children's educational television; children's educational film and video; and photography. (1986)

The Martha Barber Montgomery Fund was established by Martha Barber Montgomery '49, her family and friends to enable students majoring in the humanities, with preference to those studying philosophy and/or history, to undertake special projects. The Fund may be used, for example, to support student research and travel needs, or an internship in a non-profit or research setting. (1993)

The Elisabeth Packard Art and Archaeology Internship Fund was established by Elisabeth Packard '29 to provide stipend and travel support to enable students majoring in History of Art or Classical and Near Eastern Archaeology to hold museum internships, conduct research or participate in archaeological digs. (1993)

The Alexandra Peschka Prize was established in memory of Alexandra Peschka '64 by gifts from her family and friends. The Prize of $100 is awarded annually to a member of the freshman or sophomore class and writer of the best piece of imaginative writing in prose. The award is made by a committee of the Department of English, which consults the terms stated in the deed of gift. (1969)

The Jeanne Quistgaard Memorial Prize was given by the Class of 1938 in memory of their classmate, Jeanne Quistgaard. The income from this fund may be awarded annually to a student in economics. (1938)

The Laura Estabrook Romine '39 Fellowship in Economics was established by a gift from David E. Romine, to fulfill the wish of his late brother, John Ransel Romine III, to establish a fund in honor of their mother, Laura Estabrook Romine '39. The fund is to be awarded annually to a graduating senior or alumna, regardless of undergraduate major, who is enrolling in a graduate program in economics the following fall. It is to be awarded to a student interested in pursuing a doctorate in economics and is to be used for expenses during the first year of graduate school. (1996)

The Barbara Rubin Award Fund was established by the Amicus Foundation in memory of Barbara Rubin '47. The Fund provides summer support for students undertaking

internships in nonprofit or research settings appropriate to their career goals, or study abroad. (1989)

The Gail Ann Schweiter Prize Fund was established in memory of Gail Ann Schweiter '79 by her family. The Prize is to be awarded to a science or mathematics major in her junior or senior year who has shown excellence both in her major field and in musical performance. To be considered for the Prize, a student must have participated in at least one public performance of classical music while at Bryn Mawr. (1993)

The Charlotte Angas Scott Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in memory of Charlotte Angas Scott, professor of mathematics and a member of the faculty of Bryn Mawr College from 1885 to 1924. (1960)

The Elizabeth S. Shippen Scholarships were founded by two bequests under the will of Elizabeth S. Shippen of Philadelphia. Three prizes are awarded annually, one to the member of the senior class who receives the Bryn Mawr European Fellowship and two to members of the junior class, as follows: 1. The Shippen Scholarship in Science to a student whose major subject is biology, chemistry, geology or physics; 2. The Shippen Scholarship in Foreign Languages to a student whose major subject is French, German, Greek, Italian, Latin, Russian or Spanish. To be eligible for either of these two scholarships a student must have completed at least one semester of the second-year course in her major subject. Neither may be held by the winner of the Charles S. Hinchman Memorial Scholarship. Work in elementary courses will not be considered in awarding the scholarship in foreign languages; 3. The Shippen Scholarship for Foreign Study. See the Bryn Mawr European Fellowship above. (1915)

The Gertrude Slaughter Fellowship was established by a bequest of Gertrude Taylor Slaughter, Class of 1893. The fellowship is to be awarded to a member of the graduating class for excellence in scholarship to be used for a year's study in the United States or abroad. (1964)

The W. W. Smith Scholarship Prize is made possible by a grant from the W. W. Smith Charitable Trust for financial aid support for past W. W. Smith Scholarship recipients who have shown academic excellence and are beginning their senior year. (1986)

The Ariadne Solter Fund was established in memory of Ariadne Solter '91 by gifts from family and friends to provide an annual award to a Bryn Mawr or Haverford undergraduate working on a project concerning development in a third world country or the United States. (1989)

The Katherine Stains Prize Fund in Classical Literature was established by Katherine Stains in memory of her parents, Arthur and Katheryn Stains, and in honor of two

excellent 20th-century scholars of classical literature, Richmond Lattimore and Moses Hadas. The income from the Fund is to be awarded annually as a prize to an undergraduate student for excellence in Greek literature, either in the original or in translation. (1969)

The M. Carey Thomas Essay Prize is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh '20. (1943)

The Emma Osborn Thompson Prize in Geology was established by a bequest of Emma Osborn Thompson '04. From the income of the bequest, a prize is to be awarded from time to time to a student in geology. (1963)

The Laura van Straaten Fund was established by Thomas van Straaten and his daughter, Laura van Straaten '90, in honor of Laura's graduation. The fund supports a summer internship for a student working to advance the causes of civil rights, women's rights or reproductive rights. (1990)

The Carlos Nathaniel Vicens and María Teresa Joglar de Vicens Fund was established by Aurora Vicens '85 and María Teresa Vicens '84 in memory of their parents. The Fund provides undergraduates with summer research support in the sciences. (1995)

The Anne Kirschbaum Winkelman Prize, established by the children of Anne Kirschbaum Winkelman '48, is awarded annually to the student judged to have submitted the most outstanding short story. (1987)

The Esther Walker Award was founded by a bequest from William John Walker in memory of his sister, Esther Walker '10. It may be given annually to a member of the senior class who, in the judgment of the faculty, has displayed the greatest proficiency in the study of living conditions of northern African Americans. (1940)

The Anna Pell Wheeler Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in honor of Anna Pell Wheeler, professor emeritus of mathematics and a member of the faculty of Bryn Mawr College from 1918 until her death in 1966. (1960)

Scholarships for Medical Study

The following scholarships may be awarded to seniors intending to study medicine, after their acceptance by a medical school, or to graduates of Bryn Mawr intending or continuing to pursue a medical education. Applications for the scholarship should be

made to the premedical adviser before March 15 preceding the academic year in which the scholarship is to be held. Applications for renewal of scholarships must be accompanied by letters of recommendation from instructors in the medical school.

The Linda B. Lange Fund was founded by bequest of $30,000 under the will of Linda B. Lange '03. The income from this fund provides the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded on recommendation of the president and faculty to a member of the graduating class or a graduate of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolf Blankenburg in memory of her mother by a gift of $10,000. The Scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Jane V. Myers Medical Scholarship Fund of $10,000 was established by Mrs. Rudolf Blankenburg in memory of her aunt. The Scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest of $21,033 under the will of Paul J. Sartain. The income from the Fund is to establish a scholarship which is awarded to a member of the graduating class who, in the judgment of the faculty, needs and is deserving of assistance for the study of medicine. The Scholarship may be continued for the duration of her medical course. (1948)

Loan Funds

Loan Funds

Bryn Mawr College administers two kinds of loan programs. The first consists of Federal Loan Funds and the second includes three funds established through the generosity of alumnae and friends of the College. Detailed information about Federal Loan Funds is available in the Financial Aid Office. A student must submit the Free Application for Federal Student Aid (FAFSA) to be considered for federal loans.

Federal Loans

The Federal Stafford Student Loan Program enables students who are enrolled at least half-time to borrow from eligible lenders at a low interest rate to help meet educational expenses. First-time borrowers are encouraged to secure loans through a Pennsylvania bank. A dependent undergraduate student may borrow from $2,625 up to $5,500 per year, depending on her year in college and her financial eligibility. Repayment begins six months after the student is no longer enrolled at least half-time at an accredited institution. The interest rate is variable but will not exceed 8.25 percent. The government will pay this interest until the repayment period begins, if the student meets financial eligibility requirements.

The Perkins Loan Program is administered by the College from allocated federal funds. Eligibility for a Perkins Loan is determined through a federal needs test. The 5 percent interest rate and repayment of the loan begin nine months after graduation, withdrawal from the College or dropping below half-time status. No interest accrues on the loan until repayment begins. Cancellation and deferment of loan payments are possible under certain circumstances, which are detailed in the loan promissory note.

Awards range from $500 to $4,000 per year and are based on financial eligibility.

College Loans

The Students' Loan Fund of the Alumnae Association of Bryn Mawr College was founded by the Class of 1890 to provide emergency funds for undergraduate and graduate students. No more than $1,000 may be borrowed by a student in any one year; the total for four years must not exceed $3,000. Students who wish loans may obtain the application from the Alumnae Association. All students are eligible for loans from this fund, whether or not they are already receiving financial aid from the College.

While the student is in college, no interest is charged, and she may reduce the principal of the loan if she so desires. After the student leaves Bryn Mawr, the interest rate is pegged to the prime rate. The entire principal must be repaid within five years of the time the student leaves the College at the rate of 20 percent each year. Principal payments can be deferred if the student enrolls in graduate or professional school, although interest payments must be made.

The Gerard and Mary Hill Swope Loan Fund was established in 1945 under the following conditions:

a. Loans are awarded by the Committee on Undergraduate Financial Aid.
b. Repayment of the principal and interest (8 percent rate) begins one year after the student graduates (or withdraws) from the College.

The Clareth Fund was established in 1971 by a bequest to the College from the estate of Ethel S. Weil. The income is to be used only for students "specializing in economics or business."

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